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ABSTRACT

This handbook is a reference for Louisiana school administrators for planning and implementing instructional programs for limited-English-proficient (LEP) students complying with federal and state laws. Sections address specific aspects of the following issues: the legal responsibilities of school districts, based on court decisions; rights of LEP students under federal law; the handicapped LEP student; Louisiana guidelines for including LEP students in the pupil progression plan; funding; sources of assistance; identifying LEP students; assessment; parent refusal of services; placement; instructional programs; grading; pupil-teacher ratio; parental involvement; school-parent communication; and bilingual and ESL specialist certification. Appended materials include: a summary of relevant federal statutes; a 32-item bibliography; descriptions of six oral language proficiency tests to be used with this population; a guide to planning a 4-year program for secondary students of English as a Second Language (ESL), based on the system used in the Jefferson Parish public schools; a guide to planning an instructional program for LEP students, pre-K through grade 12, designed by the Texas State Agency; and 22 sample forms, translated into Vietnamese, Spanish, and French. (MSE)

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LOUISIANA SCHOOL ADMINISTRATORS HANDBOOK:

EDUCATING THE NON/LIMITED ENGLISH PROFICIENT STUDENT

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

BILINGUAL EDUCATION/ESOL SECTION

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LOUISIANA SCHOOL ADMINISTRATORS' HANDBOOK:
EDUCATING
THE
NON/LIMITED ENGLISH PROFICIENT STUDENT

LOUISIANA DEPARTMENT OF EDUCATION

Prepared By
Bilingual/ESOL Section
Louisiana Department of Education

> "The right of the people to preserve, foster and promote their respective historic, linguistic and cultural origins is recognized."
>
> Louisiana Constitution of 1974
> Article XII, Section 4

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FOREWORD

The United States has been described as a Melting Pot in the erroneous perception that we should all be the same; but by the same token a closer look reveals that we are more like a salad bowl where all ingredients synergetically contribute to its character, yet each ingredient retains its unique flavor. It is of note that the character of America is world-wide imitated, but never attained - America is still the Dream Land of the world.

Our country is a country of immigrants. To our honor we have been able to forge a society made up of members from every single ethnic and linguistic group in the world.

To your merit as educators is that you have made feasible the rapid incorporation of millions of strangers into a society with a single language and a common culture that identifies us as Americans while retaining our individual ethnic heritage and language.

The population of Americans can be characterized through the great immigrations and world upheavals. During the last twenty years we have received great influxes of immigrants, all of them searching for refuge from unbearable situations in their homelands or in the pursuit of freedom and success. These new Americans have come to us under the guise of students, immigrants, refugees, tourists, migrant workers, and illegal aliens seeking the American dream.

The task is so vast that it has brought together professionals from many different disciplines in order to facilitate the transition of your students from bewildered observers to vociferous participants, such as voters, taxpayers, and active citizens.

It is our job as educators to facilitate their transition into the American culture as painlessly and as quickly as possible, to share and acquire knowledge regarding the most effective materials and approaches in making that task as efficient as possible.

According to the Louisiana Department of Education's 1988 Survey there are 9,000 **identified** Limited English Proficient students in Louisiana public and private schools. We also know that there are at least 28,000 students whose home language is other than English. These figures are very conservative and the true could be higher; but inadequate identification standards and instruments have hindered the real count of Limited English Proficient students in our state. These statistics have resulted in inadequate funding at both state and federal levels for the educational services needed to meet the needs of this population.

Most supervisors, administrators, principles, teachers and support personnel are monolingual English and have never been exposed to other cultures and do not know the difficulties and frustrations of having to survive in a linguistically alien world. We must train teachers in English as a Second Language methodology and approaches and develop cultural sensitivity to the ethnic groups of the Limited English Proficient population.

TABLE OF CONTENTS

	PAGE
Introduction	1
Legal Responsibilities of School Districts	2
Rights of Limited English Proficient Students Under Federal Law	5
The Handicapped, Limited English Proficient Student	10
Louisiana Guidelines for Including Limited English Proficient Students in Pupil Progression Plan	14
Funding	16
Sources of Assistance	20
Identifying Limited English Proficient Students	21
Assessment	23
Parent Refusal of Services	24
Placement	25
Instructional Programs	29
Grading	33
Pupil-Teacher Ratio	34
Parental Involvement	34
School/Parent Communication	34
Bilingual Specialist Certification	35
ESL Teacher Certification	35
Feedback Sheet	36

APPENDIX A - Federal Statutes
APPENDIX B - References
APPENDIX C - English Language Proficiency Test Program for ESOL Student
APPENDIX D^1 - A Guide to Planning a Four-Year Program for Secondary ESOL Students - Jefferson Parish
APPENDIX D^2 - A guide to Planning an Instructional Program for LEP Students Pre-K through grade 12 - Texas State Agency
APPENDIX E - Sample Translated Forms

INTRODUCTION

The presence of limited English proficient (LEP) students in Louisiana public schools has directly impacted all components of the educational process. In order to comply with federal laws educational policies, procedures, instructional programs, teacher training and parental involvement activities must be adapted to meet the educational needs of the limited English proficient student.

The purpose of this handbook is to provide Louisiana school administrators with comprehensive reference information for planning and implementing instructional programs for Limited English proficient students which comply with federal and state laws.

As educational leaders, administrators establish climate and promote productive learning. With your support and encouragement, effective instructional programs will enable limited English proficient students to acquire English skills, succeed academically and become contributing citizens of our great state and nation.

LEGAL RESPONSIBILITIES OF SCHOOL DISTRICTS

A series of acts, laws, court decisions and guidelines has been written over the years which combine to create and clarify the current legal responsibilities of United States school districts with respect to the education of Limited English Proficient (LEP) students. LEP students are minority language students whose English language skills are not yet well enough developed for them to be able to participate successfully in classrooms where all academic instruction is provided in English.

These acts, laws and other legal references are described below and excerpts are quoted so that you will be more familiar with your school district's obligations with regard to the education of LEP students.

FEDERAL LEGISLATION AND GUIDELINES*

Title VI, Civil Rights Act, 1964, 42 U.S.C. §200d. et. seq.

> "No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, shall be denied the benefits of or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare."

May 25, 1970 Memorandum
Department of Health, Education and Welfare, 35 Federal Register 11595 (1970)

This memorandum clarified the Department of HEW legal mandate cited above on issues concerning the responsibility of school districts to provide equal educational opportunity to national origin minority group students whose English language proficiency is limited. The following quotes discuss some major areas of concern with respect to compliance with Title IV and have the force of law:

> "Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

> "School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English."

***Refer to Appendix A "Federal Statutes"**
The National Coalition of Advocates for Students.
New Voices: Immigrant Students in U.S. Public Schools. 1988.

> "School districts must not assign national origin-minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin-minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills."

Lau v. Nichols, 414 U.S. 563 (11974)

> "It is the conclusion" [of the 92nd Congress' Senate Select Committee on Equal Educational Opportunity] "that some of the most dramatic wholesale failures of our public school systems occur among members of language minorities...What these conditions add up to is a conscious policy of linguistic and cultural exclusion and alienation."

> "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

> "Basic English skills are at the very core of what...public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills, is to make a mockery of public education."

Equal Educational Opportunity Act of 1974, 20 U.S. c §1703 (f).

> "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

Brown v. the Board of Education of Topeka, 347 U.S. 483, 74 S. Ct. 686 (1954)

> "Today, education is ... a principal instrument in awakening to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Castaneda vs. Pickard, 1981, 648 F2 989 (5th Cir. 1981)

1981 - Castaneda vs. Pickard: The court relied primarily on the federal Equal Educational Opportunity Act, 20 U.S.C., 1703(f), in developing a three-part test to determine a school district's (Raymondville, Texas) obligation in educating language minority students. The first requirement under Castaneda is that the court ascertain that a school system is pursuing a program based on sound educational theory and principles. The court's second inquiry would be whether the program and practices actually used by the school system are being implemented effectively. The final area of inquiry for a court under Castaneda occurs only upon a positive finding of the first two areas. The court stated:

> "We understand 1703(f) to impose on educational agencies not only an obligation to overcome the direct obstacle to learning which the language barrier itself poses, but also a duty to provide limited English speaking ability students with assistance in other areas of the curriculum where their equal participation may be impaired because of deficits incurred during participation in an agency's language remediation program."

Plyler vs. Doe, 457 U.S. 202, 223 (1982).

On June 15, 1982 the United States Supreme Court held that undocumented alien children cannot be denied a free public education because such a denial would violate their constitutional rights of equal protection. Because Plyler is a decision of the United States Supreme Court, it is binding on all school districts in all states.

As a result of this, no student can be denied registration or enrollment in our public schools because he/she does not have immigrant status documentation.

THIS DOCUMENT WAS PREPARED BY ATTORNEY PETER D. ROOS IN RESPONSE TO QUESTIONS RAISED BY SCHOOL ADMINISTRATORS REGARDING THE RIGHTS OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS.

RIGHTS OF LIMITED ENGLISH PROFICIENT STUDENTS UNDER FEDERAL LAW - A GUIDE FOR SCHOOL ADMINISTRATORS

December 14, 1984

As any school administrator knows, the past decade has seen a virtual deluge of court opinions, federal laws, federal regulations and policies, state laws, state regulations and interpretations of all of these concerning the rights of Limited English Proficient students. It is the thesis of this short guide that there are a number of common themes that run through these authorities which provide fairly sure guidance for the conscientious administrator. These are set forth through a question and answer format. Several notes of caution are however advisable. First, the federal authorities relied upon provide a minimum necessary for legal compliance. State laws may be more specific or more protective than the federal precedents discussed; where this is the case, their terms must be followed. Secondly, laws change as do legal precedents. While this guide seeks to identify recurring themes upon which reliance can be placed, nothing is unmutable. Thus, it is always worthwhile to make a final check to assure complete compliance with the law.

QUESTION:

Is there a legally acceptable, commonly practiced procedure for identifying Limited English Proficient (LEP) pupils?

ANSWER:

Yes. The legal obligation is to identify all students who have problems speaking, understanding, reading or writing English due to a home language background other than English. In order to do this, a two-phase approach is common and acceptable. First, the parents are asked, through a Home Language Survey or on a registration form, whether a language other than English is utilized in the child's home. If the answer is affirmative, then the second phase is triggered. In the second phase, those students identified through the Home Language Survey are given an oral language proficiency test and an assessment of their reading and writing skills. There are a half dozen or so acceptable oral proficiency tests especially designed for this purpose; at present, most Districts use a percentile score on the reading and language subparts of the C.T.B.S. or a similar standardized test to measure those skills. Legally a District should be safe from a charge that it failed to identify LEP students if it treats all students who score below the 36th percentile as LEP and thus, entitled to services.

QUESTION:

Obviously a student identified as Limited English Proficient, must be provided special English help. Are there any minimal standards for this?

ANSWER:

Yes. First, a number of courts have recognized that special training is necessary to equip a teacher to provide meaningful assistance to Limited English Proficient students. The teacher (and it is clear that it must be a teacher -- not an aide) must have training in second language acquisition techniques to teach English as a Second Language (ESL). It is preferable, but probably not required, that the ESL teacher have language skills sufficient to communicate with her students.

Secondly, the time spent on assisting the student must be sufficient to assure that he acquire English skills quickly enough to assure that his disadvantage in the English language classroom not harden into a permanent educational disadvantage. For the student with an oral language limitation, this may mean a minimum of two periods a day of intensive small group instruction. For the student able to speak and understand English, but with difficulty writing it, it may be sufficient to offer one period a day.

QUESTION:

Must I provide students with Bilingual instruction?

ANSWER:

At the present time, the federal obligation has not been construed to affirmatively compel a Bilingual program. As a practical matter, however, the federal mandate is such that a District would be well advised to offer a Bilingual program whenever it is possible. I will explain.

The federal mandate is not fully satisfied by an ESL program. The mandate requires English language help plus programs to assure that the student not be substantively handicapped by any delay in learning English. To do this requires either a Bilingual program which keeps the student up in his coursework while learning English or a specially designed compensatory program to address the educational loss suffered by any delay in providing understandable substantive instruction. To do the latter in addition to making the considerable expenditure to hire ESL teachers is a vastly more expensive and complicated procedure than the provision of bilingual instruction. It is also more problematic educationally. Thus, the legally and educationally safe posture is to offer Bilingual instruction whenever it can be done.

QUESTION:

What minimal standards must be met if a Bilingual program is to be offered?

ANSWER:

The heart of a basic Bilingual program is a teacher who can speak the language of the student as well as address the students' Limited English Proficiency. Thus, a District offering a Bilingual program must take affirmative steps to match teachers with these characteristics with Limited English Proficient students. These might include allocating teachers with language skills to Bilingual classrooms, not allowing tenure or traditional practices or procedures to interfere with such allocations, and affirmative recruitment of Bilingual teachers. Additionally, it requires the District to establish a formal system to assess teachers to assure that they have the prerequisite skills. Finally, where there are insufficient teachers, there must be a system to assure that teachers with most (but not all) of the skills be in Bilingual classrooms, that those teachers be on a track to obtain the necessary skills, and that Bilingual aides be hired whenever the teacher lacks the necessary language skills.

Finally, it is legally necessary to provide the material resources necessary for both the ESL and bilingual components. The program must be reasonably designed to succeed. Without adequate resources, this requirement cannot be met.

QUESTION:

Must there be standards for removal of a student from a program? What might these be?

ANSWER:

There must be definite standards. These generally mirror the standards for determining whether a student is LEP in the first place. Thus, objective evidence that the student can compete with his English speaking peers without a lingering language disability is necessary.

Several common practices are unlawful. First, the establishment of an arbitrary cap on that amount of time a student can remain in a program fails to meet the requirement that all LEP students be assisted. Secondly, it is common to have programs terminate at a certain grade level e.g., 6th grade. While programs may change to accommodate different realities, it is unlawful to deny a student access to a program merely because of his grade level.

QUESTION:

Must a District develop a design to monitor the success of its program?

ANSWER:

Yes. The District is obligated to monitor the program and to make reasonable adjustments when the evidence would suggest that the program is not successful.

Monitoring is necessarily a two part process. First, it is necessary to monitor the progress of students in the program to assure (a) that they are making reasonable progress toward learning English and (b) that the program (Bilingual or other) is providing the student with substantive instruction comparable to English proficient pupils. Secondly, any assessment of the program must include a system to monitor the progress of students after they leave the program. The primary purpose of the program is to assure that the LEP students ultimately are able to compete on an equal footing with their English-speaking peers. This cannot be determined absent such as post-reclassification monitoring system.

QUESTION:

May a district deny services to a student because there are few students in the District who speak his language?

ANSWER:

No. A federal law adopted in 1974, following the Supreme Court's decision in Lau vs. Nichols, makes it clear that every student is entitled to a program that is reasonably designed to overcome any handicaps occasioned by his language. Numbers may, obviously, be considered to determine how to address the student's needs. They are not a proper consideration in determining whether a program should be provided.

LEADING FEDERAL AUTHORITIES

1. Title VI, Civil Rights Act of 1964, 42 U.S.C. §200d. et seq.

2. 45 C.F.R. Part 80 (H.E.W.)

3. May 25, 1970 Memorandum (H.E.W.) 35 Federal Register 11595 (1970)

4. Lau vs. Nichols, 414 U.S. 563 (11974)

5.* Equal Educational Opportunities Act of 1974, 20 U.S.C. §1703(f).

6. Serna vs. Portales 499 F. 2d 1147 10th Civ., 1974)

7. ASPIRA vs. Board of Education, 394 F. Supp. 1161 (S.D.N.Y.; 1975)

8. Lau Guidelines, H.E.W. Memorandum (Summer, 1975)

9. Rios vs. Read, 73 F.R.D. 589 (E.D.N.Y., 1977)

10. Cintron vs. Brentwood Union Free School District, 77 Civ. 1310 (E.D.N.Y.), Memorandum of Decision and Order (August 22, 1977) (unpublished)

> **"It is apparent that, in the event state tenure law frustrates the purpose and effectiveness of Title IV and 20 U.S.C. §1703(f), the state law must yield to the regulation of Congress within the sphere of its delegated power."**

11. Cintron vs. Brentwood Union Free School District 455 F. Supp. 57 11. (E.D.N.Y., 1978)

12. Rios vs. Read, 480 F. Supp. 14 (E.D.N.Y., 1978)

13.* Castaneda vs. Pickard 648 F2 989 (5th Cir. 1981)

14. United States vs. Texas 680 F2 356 (5th Cir. 1982)

15.* Keyes vs. School District #1, Denver 540 F. Supp. 399 (D. Colo. 1983)

*Most useful authorities.

THIS DOCUMENT WAS PREPARED BY ATTORNEY PETER D. ROOS IN RESPONSE TO QUESTIONS BY SCHOOL ADMINISTRATORS REGARDING THE RIGHTS OF SPECIAL EDUCATION LIMITED ENGLISH PROFICIENT (LEP) STUDENTS.

THE HANDICAPPED, LIMITED ENGLISH PROFICIENT STUDENT:

A SCHOOL DISTRICT'S OBLIGATION

QUESTION 1: **What laws should one refer to in order to determine a Local Educational Authority's (LEA) obligation to handicapped Limited English Proficient (LEP) children?**

ANSWER: As a general rule, Federal Law is supreme and thus has priority over conflicting or less protective State Law. Under this rule, State Law which is as protective of the rights of handicapped LEP students, and which is more detailed in spelling out obligations which are left general by Federal Law should be the guiding force. If State Law is silent or less protective, reference must be had to the general principles of Federal Law which will be set forth below.

The relevant Federal Laws and Regulations which will be discussed are:

a) The Education of the Handicapped Act (The "Act") (94-142) which is codified at 20 USC 1400 et seq.;

b) The Administrative Regulations of the Act which are found at 34 CFR 300 et seq.;

c) The Civil Rights Law commonly referred to as "504" which is codified at 29 USC 794;

d) The 504 Regulations, found at 34 CFR 104 et seq.;

e) Title VI of the 1964 Civil Rights Act, found at 42 USC 2000(d); and

f) The Equal Educational Act of 1974 codified at 20 USC 1703(f).

Each of the above Acts and Regulations should be available at a good public library and will definitely be available at most law libraries.

QUESTION 2: **How do all the above-listed authorities relate to each other?**

ANSWER: As will be seen, PL 94-142 and its regulations provide the primary authority for issues of identification, evaluation, child find, and parental rights. This is because Congress and the Department of Education (ED) have quite specifically spelled out the obligations of LEAs.

To define a Free Appropriate Public Education (FAPE), one must also refer to laws specifically designed to protect national origin minority children who are LEPs - irrespective of their handicapping condition. Primary reference thus should be to those Acts (Title VI and 20 USC 1703(f), as interpreted, to give meaning to the FAPE requirement.

QUESTION 3: **Must an LEA take special steps to locate handicapped LEP students as part of its "child-find" obligation?**

ANSWER: Yes. Both PL 94-142 and the 504 Regulations mandate affirmative steps to "identify and locate" "all [handicapped] children". 20 USC 1414(a) (1) (A); see also 34 CFR 104.32(a) which mandates an LEA to "identify and locate every qualified handicapped person...who is not receiving a public education."

This obligation could not be met in any jurisdiction with a significant population of LEP students, unless activities (door to door canvassing, radio, newspapers, etc.) were undertaken in the predominant languages of the district. This principal has been affirmed in the one jurisdiction in which a Court has addressed it. Jose P. vs. Ambach, 3 EHLR 551:415 (E.D.N.Y., 1979).

QUESTION 4: **Must tests and evaluations of students for purpose of placement be conducted in the students primary language?**

ANSWER: Yes, unless clearly not feasible. 94-142 is unambiguous on this point. A State must establish "(C) procedures to assure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child." (Emphasis added.) 20 USC 1412(5) (c).

The Regulations made clear that this obligation to provide and administer evaluation materials and procedures in the child's native language is an obligation of both "State and local educational agencies". 34 CFR 300.532.

QUESTION 5: **Should placement teams include persons who are fluent in the child's language?**

ANSWER: The emphasis of the law is on the inclusion of a variety of persons who are skilled in interpreting the meanings of the evaluations; in addition, the regulations specifically mandate that "social and cultural" background be evaluated. 34 CFR 300.533 (a) (1).

While proficiency in the child's language is not an express requirement at this stage, it seems clear that the law and regulations contemplate inclusion of the person or persons who conducted the evaluations of the student. By the terms of the previous answer this person or persons must be fluent in the child's language. Further, the impact of the child's social and cultural background must be addressed by someone with expertise in background relating that background to the decision to be made. Finally, as reflected in the next question, a parent must be a knowledgeable participant in the decision - a standard that expressly cannot be met without a native language interpreter.

QUESTION 6: **What steps must be taken at the evaluation and placement stage to address the language needs of non-English speaking parents?**

ANSWER: Parents are entitled to notice prior to evaluation or to any planned change in placement or decision not to change a placement. 20 USC 1415(b) (c); in addition, actual "consent" must be received from a parent before pre-placement evaluation or initial placement. 34 CFR 300.504(b) (c) (cc). By the express terms of the Act and Regulations, each of these activities must be altered to meet the needs of parents who are not fluent in English.

Notice of any planned evaluation or change of placement (or decision not to change placement) must "fully inform the parents or guardian, in the parents' or guardian's native language, unless it clearly is not feasible to do so, of all procedures available pursuant to this section." 20 USC 1415(b) (1) (D).

Further, before a "consent" to a pre-placement evaluation or initial special education placement can be given, "the parent [must be] fully informed of all information relevant to the activity for which consent is sought in his or her native language". 34 CFR 300.500 (a).

QUESTION 7: **What accommodation must be made at the IEP meeting for the non-English speaking parent?**

ANSWER: The 94-142 Regulations require that a school district "take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English". 34 CFR 300.345(e).

Thus, by the terms of this regulation, at a minimum, an interpreter must be made available to the parent. While translations of the IEP and other documents are not expressly mandated, it seems clear that the translator must be sufficiently knowledgeable about the substantive materials, evaluations, and proposed IEP to be able to convey their full import to the parent. This is necessary so that the parent can meaningfully give the imput envisioned, or, ultimately, determine whether to invoke alternative procedural safeguards.

QUESTION 8: **Must the program offered to the student be altered to address the fact that he is limited English proficient?**

ANSWER: Absolutely. A student does not shed his rights to protection under other civil rights laws merely because he is handicapped. Thus, those rights held by a LEP student under title VI of the 1964 Civil Rights Act (42 USC 2000(d)) and under the 1973 Equal Education Amendments (20 USC 1703(f) must be honored.

The obligations of a school district under 1703(f) are to:

1. Develop a pedagogically sound program that addresses the child's English language needs;
2. Assure that his substantive educational progress is not hindered by his English language deficit and that the program is designed to assure that he ultimately bear no educational scars as a result of his lack of English language skills;
3. Provide all resources to assure success in the first two endeavors;
4. Assess the child regularly to substantiate the wisdom of the approach taken in the first two steps; and
5. To alter the program in a pedagogically sound manner, if the assessment reflects a lack of success.

These principals derive from a court construction of 1703(f); see Castaneda vs. Pickard, 648 F. 2d 989 (5th Cir., 1981).

These principles argue in favor of the use of a bilingual approach, whenever possible, although the Court expressly said that for non-handicapped children, such was not compelled. One Court has adopted a bilingual approach for handicapped students. United Cerebral Palsy of N.Y. vs. Board of Education, 79 C. 560 (Feb. 27, 1980). Certainly the legal and educational arguments for a bilingual approach are greater for certain handicapped students than for non-handicapped. Retarded LEP children, for example, would seem to have a compelling case for bilingual instruction than could be made for their non-handicapped peers.

Realistically, it might be difficult, if not impossible, to find fully certified bilingual special education personnel for each language and disability in a school system. In such a case bilingual aides would seem to be compelled as well as a training program for the staff to assure that the IEP meets the above standards and can be effectively implemented. These standards must be woven into the IEP for the handicapped LEP child.

LOUISIANA GUIDELINES FOR INCLUDING LIMITED ENGLISH PROFICIENT STUDENTS
IN
PUPIL PROGRESSION PLAN

THE PUPIL PROGRESSION PLAN IS TO ADDRESS THE FOLLOWING:

The plan will provide for the identification, assessment, placement, grading and promotion practices, legal rights of limited English proficient students and parental rights as mandated by Federal law: fourteenth amendment, Lau v Nichols, Title VI of the Civil Rights Act, Equal Educational Act of 1974. (See pages 1-9)

Definition of Limited English Proficient (LEP) Student

A student whose home language is other than English (as determined by a Home Language Survey), and whose English aural comprehension, speaking, reading, or writing proficiency is below the average English proficiency level of English speaking students of the same age and/or grade.

1. The proficiency level should be determined by appropriate individualized English language assessment instruments.

2. Assessment and evaluation materials and procedures must address oral proficiency, reading and writing skills.

3. Education program offered must be altered to address limited English proficient students' English language needs.

4. Instruction for limited English proficient students must address English as a Second Language development in Language Arts/Reading/English and other academic courses. (Refer to Bulletin 741, Pages 67 and 70.)

5. Placement, promotion or retention of a limited English proficient student must not be based upon English proficiency or lack of it. He should however, be assigned grades based on cooperation, effort and participation in classroom assignments to the degree his English language proficiency allows.

6. English as a Second Language (ESL) instruction must be provided by certified ESL teachers (Refer to Bulletin 746, Page 19) (See Page 35).

7. Appropriate English as a Second Language (ESL) instructional materials should be used to correlate with state grade level standards (Refer to State Adopted Textbook list and ESL Curriculum Guide, Bulletin 1832.)

8. Home Language Survey data must be included on student registration forms. (See pages 21-22).

   A. First Language Learned by Student ______
   B. Languages other than English spoken in the home ______
   C. Language Student Uses Most Often ______

9. All support services and activities (federally assisted programs including, but not limited to Chapters I, II, Migrant, Bilingual Education, Vocational Education and Guidance Counseling, Community Liaison, extra curricular activities, summer programs, Library services and staff development) must be accessible to the limited English proficient student.

Guidelines for Suspected or Identified Exceptional Limited English Proficient Students

1. The plan will provide for the location, identification, testing, evaluation, placement and parental and legal rights of the Special Education limited English proficient student. (Refer to P.L. 94-142.)

2. Support services, formal assessment and evaluation materials and procedures must be in the child's native language and conducted by persons trained in assessment of linguistically and culturally different students.

3. Parents of Special Education limited English proficient students must be fully informed in their native language of all information relevant to their child's evaluation, placement and IEP meetings.

4. Education program offered must be altered to address limited English proficient students' English language needs.

FUNDING*

FEDERAL FUNDS

Title VII ESEA Bilingual Education

Title VII of the Elementary and Secondary Education Act (ESEA) provides federal dollars through competitive grants to school districts to implement Bilingual Education and English as a Second Language (ESL) programs. This money usually goes to pay the salaries of Bilingual Education or ESL program administrators, Bilingual Education or (ESL) teachers and teacher aides, to purchase and/or develop appropriate materials, to offer training for staff and to pay for special services and activities for parents.

The Bilingual Education/ESL Section of the Louisiana Department of Elementary and Secondary Education provides assistance to school districts that wish to write the proposal necessary to be considered in competition for these funds. Announcements regarding proposal deadlines and regulation requirements are published in the Federal Register and may also be communicated to local school districts by the Bilingual Education/ESL Section.

Refugee Assistance

Under the Refugee Act of 1980, federal funds are made available to school districts that offer programs for "eligible refugee children" in elementary and secondary schools. "Eligible refugee children" is defined as alien children who have, or whose parents have, an Immigration and Naturalizations Service I-94 alien registration card listing their status as "Refugee" and who have been in the United States a specified length of time. Currently, that time is less than three years for secondary students and less than two years for elementary students.

Funding is based on a per pupil weighted count which gives more weight to recent arrivals and secondary aged students. These funds can be used for ESL and bilingual education teachers' salaries, tutors, appropriate materials, inservice training for teachers and for actigities which encourage parental involvement. The Department informs districts of the date of the eligible child count as specified by the U.S. Department of Education. Child count figures are collected and forwarded to the U.S. Department of Education as part of the state application for funding. Upon approval of the state application and receipt of the grant award, the Louisiana Department of Education forwards the amount of the district allocation to the school districts.

Emergency Immigrant Education Program

Title VI of P.L. 98-511 provides financial assistance to state education agencies for educational services and costs for eligible immigrant childen enrolled in elementary and secondary public and nonprofit private schools. "Immigrant children" means children who were not born in any State and who have been attending schools in any one or more States for less than three complete academic years. This definition includes only persons who are "immigrants" under the Immigration and Nationality Act, as amended.

State Legalization Impact Assistance Program (SLIAG)

Section 204 of P.L. 99-603, the Immigration Reform and Control Act (IRCA) of 1986 provides funds to state reimbursements or payments for the costs incurred by State and local governments in providing public assistance, public health assistance, and educational services to eligible legalized aliens.

"Eligible Legalized Alien" means an alien whose status has been adjusted to lawful temporary resident under 245A, 210 or 210A of the Immigration and Nationality Act.

To be eligible for this program, local education agencies must meet the following enrollment concentration of immigrant students: Five hundred, or three percent of the total system enrollment.

Funds may be expended for supplementary educational services as English language instruction, special materials and supplies and such other bilingual educational services as English as a Second Language, immersion programs, use of the native language for instruction, and other related costs.

Impact Aid

Public Law 81-874 authorizes financial assistance for local education agencies in areas affected by federal authority. It provides funds for students whose parents live and/or work on federal land/property.

Migrant Education

The Migrant Education Program provides supplementary services to meet the special educational needs of migratory children. A migrant child is one who moves across school district lines because his/her parents seek agriculture or fishery related work.

Children in a formerly migrant status may be eligible for services for a period of up to five years after leaving the migrant stream (currently migrant status). If these students are limited English proficient (LEP), migrant funds and LEP assistance should be combined in providing appropriate coordinated services to such children. Information may be obtained from the Migrant Education Director, Louisiana Department of Education, at (504) 342-3517.

LOCAL FUNDS

Job Training Partnership Act (JTPA)

Funds are available for upgrading academic skills, and job training to increase the employability of out of school youth and adults. Contact your local mayor's office for information.

School/Business Partnerships

In some areas local businesses or corporations bring in a substantial number of foreign families for periods of time. It is conceivable that they might consider assisting the school district in providing support for programs for these families.

Adopt-A-School

Many local businesses have entered into agreements with local schools or programs to provide funds for educational programs or projects.

Other

Local school district funds should be used to provide and supplement appropriate programs for limited English proficient students in order to comply with the legal requirements cited earlier when other sources of funding are not available or are not sufficient to provide necessary services.

ESEA Title I: Basic Programs

Chapter I Compensatory Education

This program provides funds to states for instructional programs for eligible disadvantaged low-income students to participate in basic programs. Funds are also available for school-wide projects, parent involvement, private school participation, program improvement, Even Start, Basic Skills and Dropout Prevention. Funding under this program may be used for educational services to limited English proficient students. Contact the Chapter I Bureau Director at (504) 342-3336.

Chapter 2 Funds: **Federal, State, and Local Partnerships for Educational Improvement**

This program places a greater emphasis on using funds for program improvement, innovation, effective schools and serving at-risk students. Funding under this program may be used for educational services to limited English proficient students. Contact the state Chapter 2 Bureau Director at (504) 342-3375.

STATE FUNDS

Special Education

Public Law 94-142 provides for the location, identification, testing, evaluation, placement and parental rights of the Special Education limited English proficient student. Contact your local/regional Special Education program supervisor for additional information (504) 342-3361.

Louisiana Quality Education Support Fund 8(g)

Grants are available for competitive projects under this fund for the enhancement of elementary, secondary and vocational technical education. For additional information, contact the State Board of Elementary and Secondary Education at (504) 342-5840.

Adult Basic Education/ESL Programs

In some areas there is an English as a second language (ESL) component to the Adult Basic Education (ABE) program. Interested persons should contact their local ABE director, Refugee Resettlement Office or the Adult Basic Education Bureau, Louisiana Department of Education, for further information (504) 342-3515.

Vocational Special Needs **Disadvantaged Set Aside - LEP**

Monies are available through the Carl Perkins Act for special needs populations, including the limited English proficient population. Contact the Vocational Special Needs Section, Office of Vocational Education, Louisiana Department of Education, for further information (504) 342-3525.

SOURCES OF ASSISTANCE

- A local administrator should be designated as single point of contact responsible for English as a Second Language (ESL) instructional programs for limited English proficient students.

- Technical assistance and training services are available from the Louisiana Department of Education's Bilingual Education/ESL Section. Contact Gladys White, Education Section Administrator at (504) 342-3454.

- Additional assistance is available from federally funded centers serving Louisiana. The Midwest Multifunctional Resource Center (MRC) is located in the Chicago Metropolitan area and the Desegregation Assistance Center (DAC) is in San Antonio, Texas. Requests for assistance to these centers should be channelled through the Louisiana Department of Education, Bilingual Education/ESL Section.

IDENTIFYING LIMITED ENGLISH PROFICIENT STUDENTS

It is important to identify limited English proficient (LEP) students in a school population so that the students can receive the specialized help they need in order to perform effectively in the mainstream classroom. Without the appropriate help, these students cannot be expected to become successful participants in our society. When identifying LEP students, districts need to be aware of three factors:

1. The home or primary language of the student;
2. The listening and speaking skills in English and in the native language of the student; and
3. The reading and writing skills in English and in the native language of the student.

Listening and speaking skills of a student should be monitored by school staff. Many LEP students are easily identified by their inability to understand and respond to routine questions which are part of the school day conversation. Poor reading and writing skills are another good indicator of a potential LEP student. Students who have good listening/speaking skills in English, but poor reading/writing skills may be LEP and not "slow readers." A primary or home language other than English, added to poor communication and/or reading and writing skills, may be indicative of a LEP student.

Definition of Limited English Proficient

A student may be considered limited English proficient if:

1. The student, as declared by his parent or guardian:
   a) first learned a language other than English;
   b) comes from a home where the language usually spoken is other than English
   c) usually speaks a language other than English;

and

2. The student's scores are significantly below the average district score for students of the same age on a nationally normed English reading or English language arts achievement test.

The Home Language Survey

All students entering the school system for the first time must complete the Home Language Survey, the official language survey form. This survey should be translated in the major languages represented in your school district. (See Appendix D). The district's registration form should contain the following questions to assure the identification of all potential non/limited English proficient students. The completed survey must be placed in the student's cumulative folder.

Home Language Survey questions are:

First Language Learned by Student ____________________________________

Language other than English used at home _____________________________

Language Student Uses Most Often ______________________________________

Any student whose completed survey form indicates a home language other than English must then be assessed.

TESTING

In order to determine whether a student is limited English proficient, there are two conditions to be met. The first concerns the student's home language and the English language proficiency of the student. The second condition concerns the student's score on a normed English language arts achievement test.

English Language Proficiency Tests

There are many tests written, normed and published which have the specific task of determining a LEP student's English language proficiency. (See Appendix B).

What Makes English Language Proficiency Tests Unique?

English language proficiency tests differ from those tests written for students whose native language is English. An English proficiency test is written for students who grew up speaking and hearing a language other than English. It measures how much English a student knows and at what stage the student is in the English language learning process. It is not written to identify categories of language which a student is not yet using, nor is it a diagnostic tool to determine developmental lag.

It is extremely important to use a test instrument appropriately and according to the test author's intentions in order to obtain valid and reliable information. The target audience and purpose stated for the test should coincide with the LEP student's and the district's need.

What is the Purpose of Having an English Proficiency Test Along with the Standardized Test?

1. These two types of tests measure two different things. An English language proficiency test will indicate how much English a LEP student knows. A standardized test will indicate how all students are using English to learn other skills and content area material.

2. English language proficiency tests can help indicate when a student possesses sufficient language skills to be able to perform reasonably well on a standardized test. The frustration and sense of failure experienced by a LEP student unable to perform at all on a standardized test can be lessened or avoided by using an English language proficiency test to first determine the appropriate time to introduce a standardized test.

3. English proficiency test scores might also be used to determine when a student should enter classes or programs in which specific English language skills are required, such as the reading program in the elementary school or a social studies or English class in the junior or senior high.

4. The test scores might also be useful in determining how many hours of ESL or bilingual education service the student should receive each day or week.

Further Notes

It is very important to select tests that meet the needs of both the student and the school district. An inappropriate test can give misleading and inaccurate information that can lead to unfortunate and counter-productive decisions regarding necessary services for a LEP student.

Occasionally it may be necessary to evaluate a LEP student's knowledge, skills and/or abilities in his/her first language in order to accurately assess student needs. A student may possess math skills, for example, but may not possess the necessary English skills to perform in an English-speaking classroom.

A student may be able to retell a story, identify colors, and may follow instructions in his own language (i.e., he/she possesses these skills) but is unable to do so in English. A student may be unable to discriminate or pronounce certain English sounds, not because a physical problem exists but simply because such sounds do not exist in his/her native language.

None of the above examples indicate a lack of ability on the part of the LEP student but simply a lack of English skills. It is therefore important to distinguish between lack of English language skills and other problem areas. Assessment and evaluation in the native language, together with both English language proficiency tests and standardized tests may assist in making an accurate determination of student needs.

It is also important that a student clearly understands and is familiar with the test formats and procedures. Some LEP students have never been placed in a testing situation. Many are unfamiliar with such common test formats as multiple choice, matching, filling in the blank, true-false and such procedures as using a test booklet, an answer sheet, a cassette tape or an oral test. In some situations, for example, they simply need to learn to guess if they are not exactly sure of an answer rather than leave the question blank. A student who does not understand what is expected of him/her will not be able to perform well.

Special Education

Special procedures need to be followed before a LEP student may be enrolled in special education classes. For more information contact the local Special Education Supervisor or the Louisiana Department of Education.

PARENT REFUSAL OF SERVICES

If the parent refuses placement in a program designed to meet LEP student's needs, the student is placed in the regular instructional program. Parents must refuse in writing and the refusal letter should be placed in the student's cumulative folder.

PLACEMENT

Factors to Be Considered

The placement of the LEP student into an appropriate educational program should be viewed as an ongoing process. Placement decisions should occur and be reviewed at frequent and regular intervals so that the changing needs of the LEP student will be met.

Before a school district can make a decision regarding the placement of a LEP student into any part of the school's program, a variety of information needs to be considered. The following section suggests student information which is needed prior to making program placement decisions.

General Information Needed to Make Placement Decisions

Age. Establishing a student's age is not always as routine or matter-of-fact as one would expect. There are several reasons which compel school districts to take a careful look when determining age.

1. Some cultures use a different system in counting age than that of the United States. For example, a child at birth may be already considered one year old. Therefore, a child we consider 10, other cultures may consider 11.

2. There are cultures that do not celebrate individual birthdates, instead, everyone turns a year older with the New Year. A child born shortly before the New Year could be one or even two a short time later.

3. Birthdates recorded on official documents may not always be accurate. Papers recording births may have been lost, and since birthdates aren't celebrated, the parents may have forgotten the date. In the case of adopted children, the date may never have been known. In refugee camps, parents may have reduced the age of the children believing that having younger children would better their situation. Having younger children may increase the family's food ration. It is not uncommon for an Indochinese family to lower the age of sons in hopes of avoiding induction into the military service.

It is also recommended that the maturity level of the child be considered when determining age. If corrections are necessary they can be made in court or through the Naturalization and Immigration Service. Placement decisions should be based on the actual age of the student.

Educational Background

Information regarding a student's educational background is not only helpful in making placement decisions but also helpful in understanding some of the problems a student may be experiencing academically, socially and/or emotionally. Such information includes whether a student attended any type of learning institution, how long the student attended, names and levels of subjects studied, whether formal education was interrupted and for how long and the educational system of the country, as well as the student's own goals and career aspirations.

Degree of Literacy in the Native Language and English

LEP students that enroll in your district with strong educational backgrounds in their native language are very different from those with little or no education in their native language. A student who has learned to read and write and do mathematical computations in the native language has already mastered the basic concepts necessary to perform these tasks. The basic problem for this student will be the lack of English skills necessary to participate successfully in the regular school curriculum. A LEP student with little or no education in the native language presents a special challenge: a lack of English skills as well as a lack of basic concepts. Knowledge regarding a student's degree of literacy should be determined even if the services of an interpreter are required.

English Proficiency

The level of English proficiency will depend on how long a student has been in the United States, the educational services they may have received elsewhere, or whether English classes were provided prior to their arrival in this country. A formal assessment of English skills for LEP students newly arrived from other countries, may be uncalled for since it is obvious that their lack of English skills means automatic failure on the test. However, if they come to you with some knowledge of English it is recommended that an English proficiency test be administered. English proficiency tests should be chosen according to student and district need.

Achievement Test Score

The order in which the communication skills of a language are usually learned is the following: listening, speaking, reading and writing. For this reason, an achievement test in reading and language arts may be an acceptable partial measurement of whether a LEP student has achieved the level of proficiency necessary for exiting from the LEP program. In making the decision to give an achievement test, remember that if the student has not even mastered basic oral language proficiency, the chances for success are limited. The frustration a student experiences in taking a test he/she will clearly fail, can cause severe setbacks.

Performance in School

This is the objective and subjective information the teacher(s) can supply about the student: test scores, homework record, classroom participation, classroom behavior, interest, motivation, and so on. All of this information should be put in the student's file and considered when planning an academic curriculum for the LEP student.

Placement Decisions

LEP students may not have an educational background that makes placement in the United States school system a routine matter. The number of years of formal schooling is often less than would be expected for a certain age and large gaps of the time with no schooling may occur. Some LEP students from rural areas possibly had no formal school experience at all. Added to the varied educational experiences is the usually obvious lack of English language skills.

The importance of peer contact cannot be over-emphasized. The positive aspects of motivation, oral language practice and socialization are essential if a LEP student is to perform well in an academic setting.

Conversely, the negative aspects of placing a student far from his/her peer group can hinder immensely a LEP student's linguistic and academic development and sometimes lead to other problems such as disruptive behavior or lack of interest. Inevitably, the student will sense alienation, failure or punishment, be poorly motivated to communicate in English and have a lack of socialization opportunities with peers. Mainstream placement with peers and placement in a LEP program appropriate to the LEP student's linguistic and academic needs should provide the necessary mixture of social, linguistic and academic contact.

Remember that the placement of a LEP student is an ongoing process and should be reviewed frequently and periodically in order to meet the student's changing needs.

Grade Placement for Non-English Speakers or Limited English Proficient Students with Records

Elementary

If there is a discrepancy between chronological age and grade placement based on records and/or screening, the student should be placed in the approximate grade level of his age-mates. A student who is fifteen years of age is placed in the ninth grade program.

English as a Second Language (ESL) certified teachers may administer additional diagnostic tests to assist with placement.

Secondary

International student transcripts should be evaluated by a qualified bilingual counselor, and the student should be placed in the appropriate grade level based on credits earned. A student who is fifteen years of age or older is placed in the appropriate high school program of studies. (9-12)

Grade Placement for Non-English Speakers or Limited English Proficient Students without Records

A LEP student entering the school system with no records shall be placed in the grade appropriate to his chronological age. To assist with this determination, additional diagnostic tests must be administered by the ESL teacher. Final grade placement should be made by the principal in consultation with the ESL teacher, classroom teacher(s), and guidance counselor (secondary), following a review of the student's performance on test results. A student who is fifteen years of age or older who does not have official transcripts or records will be placed in the appropriate school program of studies (9-12) where he will work to complete Board of Elementary and Secondary Education (BESE) requirements to receive a high school diploma.

Instructional Programs

The purpose of the following program models is to assure that the LEP student becomes proficient in English as quickly, effectively, and efficiently as possible.

There should be coordination of instructional services provided by Chapter I, Chapter II, Migrant, Vocational Education, etc.

Since it is fundamental that a non/limited English proficient student must acquire sound language and communication skills in order to achieve academic success, ESL instruction should have top priority for these students.

The Louisiana Handbook for School Administrators (Bulletin 741) has established school policies and standards concerning English as a Second Language instruction for elementary and secondary limited English proficient students.

Elementary

(Bulletin 741, pp. 67-69)

> "English as a Second Language may be offered as a part of Language Arts."

Secondary

(Bulletin 741, p. 82)

> "Only students who have limited English proficiency are permitted to enroll in English as a Second Language (ESL) courses."

On April 25, 1985 BESE adopted an amendment to Bulletin 741 (2.105.04) "to allow three elective credits for English as a Second Language to be counted toward elective graduation requirements for limited English proficient students, effective with the 1985-86 school year."

The Louisiana Department of Education is preparing an English as a Second Language (ESL) Language Arts Curriculum Guide for grades K through 12, which will be piloted in 1988-89 and available for dissemination in the Summer of 1989.

There are two program models used to provide appropriate service to LEP students: English as a Second Language (ESL) and Bilingual Education. ESL provides instruction in English and Bilingual Education provides intensive English instruction while at the same time addressing content area instruction through the native language so the student does not fall behind in the subject matter while learning English.

1. **English as a Second Language (ESL)**

   A LEP student should be considered eligible for the ESL program if the student's English skills do not permit him/her to perform at grade level with chronological peers in an all-English mainstream curriculum.

   ESL classes may include LEP students from a variety of language backgrounds. Those with no English proficiency are taught using techniques such as the Total Physical Response (TPR) method which initially aids in comprehension followed by oral and written work. The Language Experience Approach (LEA) introduces reading and writing. Peer tutors working under the direction of the ESL teacher may be helpful. There are numerous textbooks designed specifically to teach English to speakers of other languages. They include teacher's manuals as well as student texts and activities. (Refer to State Adopted Textbook List)

   Where there are insufficient numbers of LEP students for a separate class, itinerant ESL teachers can provide instruction in a "pull-out" program.

   The school district may find it more efficient to establish target schools where ESL services will be provided to larger numbers of LEP students. Students would then be transported from their assigned schools to those centers.

   When the student has developed some English language proficiency, it is possible to teach English through the content area material. This is best taught, initially, by the ESL teacher using methods designed for limited English proficient students. The content remains the same, only the methodology changes. Textbooks are also available in the content areas for LEP students.

2. Bilingual Education.

   If a school district finds that it has sufficient numbers of students from the same language background to offer a bilingual education model, a LEP student who speaks this language should be considered eligible to be placed in the program. In addition to language, factors which should be considered in implementing a bilingual education program and before a student is placed in the bilingual education program model include the following:

   a. The student's degree of proficiency in the native language. A student that has a poor educational background in his/her native language and therefore has little if any academic skills is a good candidate for a bilingual education program and should be considered.

b. The student's English proficiency. A student whose English proficiency is sufficiently low to prohibit the learning of content material until such a time that enough English skills are acquired should be considered eligible for bilingual education.

c. Parent or student consent. The parent or guardian or, if the student is of age, the student, must choose to participate in the bilingual program.

3. The Mainstream Experience

Federal desegregation legislation requires that LEP students not be isolated for a substantial part of the day. A LEP student should be placed in the mainstream for part of the school day no matter how limited the student's English proficiency. One of the key motivations to learning English and a necessary opportunity to practice it is provided by peer contact. All LEP students should be with their English-speaking peers in a learning situation for part of each day.

Which subjects should be taught? A general rule is that students whose English proficiency is low are initially placed in mainstream subjects in which the reliance on understanding English is limited and where manipulatives and "hands on" work is required. Physical education, music, art, home economics, industrial arts and other such classes often serve well as LEP students' first mainstream contact. As a student's English proficiency improves, mainstream subjects which might be appropriate are mathematics (geometry later) and some science classes. The most difficult subjects in the mainstream for most LEP students are subjects which rely heavily on English language skills and/or the student's understanding of the American culture such as social studies, English/language arts, history or geometry. Classes which utilize cooperative learning and hands-on activities will be far more beneficial no matter what the subject matter than the more teacher-directed lecture-type situations. **(See Appendix C for secondary four year program).**

It is important that LEP student's progress and placement needs be evaluated often and that more challenging mainstream courses be added as the student is able to perform well in them. Remember, remedial courses are not what the LEP student needs. ESL instruction plus challenging content courses either taught by the ESL teacher or in the mainstream as the student's language proficiency grows are the objective.

How much time? The amount of time a LEP student spends, per day, in an ESL program depends on his/her level of English proficiency. A beginning student will spend less time in the mainstream than a student whose English proficiency is more advanced. As the student's level of English proficiency increases, the amount of time in the mainstream will increase while the amount of time in the ESL program decreases.

4. **Exit from the ESL Program.**

When a LEP student's English proficiency has reached a level where that student can perform well and on a par with his/her native English-speaking curriculum, the student should be considered eligible to leave the ESL program. The same criteria used to judge the need for a student's placement in a program can also be used to determine the appropriate exit date.

The decision to exit a student should be made jointly by teachers from the ESL program and the mainstream. In addition, there should be a score on the grade level achievement test in the student's file, as well as any other test scores and assessment information which may be useful and pertinent. Some states define a LEP score as one which is one-third of a standard deviation below the district average.

A word of caution: Experience has shown that many more students are exited from ESL programs too soon rather than too late. Often times, basic survival oral skills are deemed sufficient to exit a student from a LEP program. This is often a mistake, as sophisticated English language skills in all four areas -- listening, speaking, reading, writing -- are necessary to perform well in an academic environment. Exiting a LEP student from a LEP program too soon will contribute to that student's academic failure later in his/her school career. Research (James Cummins, Virginia Collier, etc.) reveals that it can require from five to seven years with appropriate instruction for a non/LEP student to become sufficiently proficient in the English language to learn in an English-only classroom on an equal basis with native speakers of English.

It is helpful to gradually decrease the LEP student's time in a ESL program as his/her proficiency increases rather than to suddenly cease to provide any service at all.

Monitoring Guidelines

Once the ESL teacher, in agreement with the classroom teacher, determines that the student can be classified as non-LEP and is ready for mainstreaming, he is placed in a regular classroom. During this period of transition, communication between the ESL teacher and the classroom teacher should take place at least every nine weeks to determine successful adaptation of the mainstreamed students. If during this process the student performs poorly in the regular classroom, it is the responsibility of the ESL teacher to reschedule the student into the ESL program for further assistance and language training or into any other appropriate support service. Final exiting should not take place until successful mainstreaming with monitoring has taken place for one hundred per cent (100%) of the school day for an entire calendar year.

GRADING

Elementary

The LEP student who cannot comprehend the language of instruction should not be assigned failing grades in the content area subjects. He should, however, be assigned grades based on cooperation, effort, and participation in classroom assignments to the degree his English language proficiency allows. A description of _____/LEP may be added behind such grades.

Since the assigning of participation grades is subjective, the student, within his language capabilities, should be expected to do the following:

- Pay attention in class
- Follow directions
- Have required materials
- Participate in activities
- Complete homework assignments within reasonable expectations
- Join in class activities
- Show progress

If a LEP student is able to perform the skills in a particular subject, i.e. math, he should be given an achievement, not a participation, grade in that subject.

Secondary

In assigning grades for content courses, teachers should weigh end-of-semester or end of school year evaluations more heavily than those at the beginning.

Content courses should be sheltered, i.e., simplified by language proficiency level and/or concreteness provided by graphic materials. Evaluation of students' progress should be made in terms of successful mastery of the skills outlined in the state adopted curriculum guides for the courses. Evaluation instruments that test skills or concepts thus mandated should be developed and documented by the teacher assigning the grade. The final grade should be determined by local grading criteria based on the requirements set forth by the state adopted curriculum guides (see Equal Educational Opportunity Act 1974 p.3, Lau Vs. Nichols, p.3, Title VI Civil Rights Act, 1964.)

PUPIL/TEACHER RATIO

The Pupil Teacher Ratio of the regularly scheduled ESL classroom should be no more than twenty.

For pull-out intensive programs, a much lesser number is appropriate as the mastery of language can be best achieved in small groups.

PARENTAL INVOLVEMENT

Involvement of parents is essential to the success of a school program. Every effort should be made to involve the parents of the limited proficient student in the school related activities. Announcements and invitations to parent(s) to participate in school related activities such as assemblies, field trips, and parent teacher meetings should be translated in the home language.

Parents can be used effectively as tutors to individual children, as teacher aides, school/community representatives and in other areas.

SCHOOL/PARENT COMMUNICATION

It is the district's responsibility to see that appropriate translated forms **(see Appendix D for sample forms)** are used when communicating with parents whose literacy skills in English are limited. This responsibility is critical when the communication is related to school policy, discipline and behavior, attendance, academic achievement, and procedures for placement in special programs. (For example, Special Education 94-142 requires native fluency in the assessment of non-English or limited English proficient students.) Failure to meet this responsibility is a denial of due process. The assistance of bilingual personnel for parent contacts and conferences will facilitate communication.

BILINGUAL SPECIALIST CERTIFICATION

An elementary, secondary, or all-level certified foreign language teacher may be certified as Bilingual Specialist upon completion of six graduate hours in Bilingual Methods.

a. Bilingual Methods I --practical training in the teaching of Language Arts and Social Studies in a bilingual-bicultural setting.

b. Bilingual Methods II--practical training in the teaching of Science and Math in a bilingual-bicultural setting.

ESL TEACHER CERTIFICATION

The Louisiana Department of Education requires certification for teachers of English as a Second Language (ESL). This certification can be earned by successful completion of the following:

"English as a Second Language" will be added to the certificate of any teacher who (a) holds certification in foreign languages, English, elementary education or is a speech therapist holding a teaching certificate, and who (b) successfully completes the following courses with the understanding that this certification applies only to teachers of children with limited English-speaking ability:

1. Methods for Teaching ESL--the theories and practical approaches and techniques for teaching ESL to elementary, secondary, and adult education students . . . . 3 semester hours

2. An Introduction to Language and Culture--the relationship of language acquisition to social and cognitive development . . . . . 3 semester hours

3. The Structure of the English Language--a study of the distinctive sound pattern and grammatical systems of American English. . 3 semester hours

4. Curriculum Design for the Multicultural Classroom--adapting curricula for the multi-ethnic classroom, as well as a review of existing ESL materials (elementary, secondary, and adult education levels) . . . . 3 semester hours

Contact your local university/college for course schedules.

LOUISIANA DEPARTMENT OF EDUCATION
OFFICE OF ACADEMIC PROGRAMS
BIINGUAL EDUCATION/ESOL DEPARTMENT

LOUISIANA SCHOOL ADMINISTRATORS' HANDBOOK:

EDUCATING
THE
NON/LIMITED ENGLISH PROFICIENT STUDENT

FEEDBACK SHEET

I need further information regarding:

PARISH

NAME - POSITION

SCHOOL

SCHOOL ADDRESS

(   )
PHONE

MAIL TO: Gladys S. White
Education Section Administrator
Bilingual Education/ESOL Section
Louisiana Department of Education
Post Office Box 94064
Baton Rouge, Louisiana 70804-9064

F. Right to Educational Services While in INS Custody

The denial of educational services to juveniles detained in criminal and other settings even for short periods of time raises serious constitutional questions under *Plyler*. The provision of educational services to juveniles detained in criminal and other settings for more than a trivial period is mandated by contemporary national and international standards.

"In reality, children detained by the INS, even if technically deportable may remain in this country indefinitely. As the Supreme Court has recognized, '[T]here is no assurance that a child subject to deportation will ever be deported.' *Plyler v. Doe*, 457 U.S. 202, 223 (1982).

Denying education to undocumented children 'imposes a lifetime hardship on a discrete class of children.' *Plyler* at 223. 'In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.' *Brown v. Board of Education*, 347 U.S. 483, 493 (1954). Withholding education has been likened to 'penalizing these children for their presence within the United States,' a circumstance over which they generally have no control. *Plyler* at 220.

Accordingly, children may be denied educational services only if a 'compelling' governmental purpose is served thereby. Neither the ostensible brevity of juveniles' confinement nor administrative cost-cutting has previously been considered a compelling reason to deny education." (Holguin:1987 at 22)

"INS has suggested that children are detained for such short periods that denying them education is insignificant. Even short deprivations of education raise serious constitutional questions. '[T]he total exclusion from the education process for more than a trivial period ... is a serious event in the life of the suspended child.' *Goss v. Lopez*, 419 U.S. at 576 (1975)." (Holguin:1987 at 16)

"Judged against [the following] contemporary standards, the government's failure to provide education services to detained youth, even those detained for short periods, appears unjustified.

a. United Nations Standard Minimum Rules For the Treatment of Prisoners. Rule 77
b. American Correctional Association Standards
c. National Association of Corrections
d. American Bar Association
e. IJA-ABA Juvenile Justice Standards"
(Holguin:1987 at 16, 17)

II. Right to an Equitable Quality Education

A. Introduction

Although the Constitution does not expressly provide students with a right to a public education, nor has the Supreme Court to date found such a right in the Constitution, the Court has found education to be a semi-fundamental right for undocumented students and it has held that once a state undertakes to provide educational opportunities, they become a right which must be made available to all students on equal terms.

A broad range of language and cultural educational rights and services are founded on mandated by and funded by the Fourteenth Amendment, federal case law, federal statutory law and federal regulations, and federal civil rights law. In *Lau v. Nichols*, 414 U.S. 563, 94 S.Ct. 786, 39 L. Ed 2d 1 (1974), the Supreme Court held that schools have an affirmative obligation, under implementing regulations of Title VI, to take action to rectify language barriers which have the effect of excluding Limited English Proficient (LEP) children from meaningful participation in instructional programs. Recent enforcement of federal language rights is mainly being brought under 20 U.S.C. §1703(f) of the Equal Educational Opportunities Act. The Fifth Circuit in *Castaneda v. Pickard*, 648 F.2d 989 (5th Cir. 1981) developed standards with which to review §1703(f) actions and mandate remedies. This framework has been adopted by a number of other circuits as well. Although not law in circuits which have yet to adopt them, this framework and the ensuing case law are strong precedents to be adhered to by local courts. The 9th Circuit in *Idaho Migrant Council v. Board of Education*, 647 F2d 69 (9th Cir. 1981), has held that state educational agencies are also covered by Section 1703(f). The 7th Circuit in *Gomez v. Illinois State Board of Education*, 811 F2d 1030 (7th Cir. 1987), has further held that the *Castaneda* framework applies to the analysis of cases involving state educational agencies. Finally, the federal Bilingual Education Act – Title VII of the Elementary and Secondary Education Act of 1968 – provides for a number of additional requirements which must be adhered to by grantees once funding has been accepted.

B. Right to Equal Treatment in Schools

The Constitution does not expressly provide students with a right to a public education. Nor has the Court to date found such a right in the Constitution. *San Antonio Independent School District v. Rodriguez*, 411 U.S. 1, 93 S. Ct. 1278 (1973). It has, however, in *Plyler* held education to be a semi-fundamental right under the Fourteenth Amendmer Equal Protection Clause for students in particular situations.

Although the Supreme Court has yet to hold education a fundamental right, it has consistently depicted education as playing a fundamental role in maintaining the fabric of American society.

> Public Education is not a "right" granted to individuals by the Constitution. *San Antonio Independent School Dist. v. Rodriguez* 411 U.S. 1, 36 L. Ed. 2d 16, 93 S. Ct. 1278 (1973). But neither is it merely some governmental "benefit" indistinguishable from other forms of social welfare legislation. Both the importance of education in maintaining our basic institutions, and the lasting impact of its deprivation on the life of the child, mark the distinction. The "American people have always regarded education and [the] acquisition of knowledge as matters of supreme importance." *Meyer v. Nebraska* 262 U.S. 390, 400, 67 L. Ed. 1042, 43 S. Ct. 625 (1923). We have recognized "the public schools as a most vital civic institution for the preservation of a democratic system of government." *Abington School District v. Schempp*, 374 U.S. 203, 230, 10 L. Ed. 844, 83 S. Ct. 1560 (1963) (Brennan, J., concurring), and as the primary vehicle for transmitting "the values on which our society rests." *Ambach v. Norwick* 441 U.S. 68, 76, 60 L. Ed. 2d 49, 99 S. Ct. 1589 (1979). "[A]s...pointed out early in our history,...some degree of education is necessary to prepare citizens to participate effectively and intelligently in our open political system if we are to preserve freedom and independence." *Wisconsin v. Yoder* 406 U.S. 205, 221 (1972). And these historic "perceptions of the public schools as inculcating fundamental values necessary to the maintenance of a democratic political system have been confirmed by the observations of social scientists." *Ambach v. Norwick, supra*, at 77. In addition, education provides the basic tools by which individuals might lead economically productive lives to the benefit of us all. In sum, education has a fundamental role in maintaining the fabric of our society. We cannot ignore the significant social costs borne by our Nation when select groups are denied the means to absorb the values and skill upon which our social order rests. *Plyler* at 221.

In *Plyler*, the Court, in upholding the right of access for undocumented students, applied an intermediate level of review elevating undocumented students to a semi-suspect class, finding the right to schooling in this context to be a semi-fundamental right, making the right of access for undocumented students a semi-fundamental right. (*See* Section I. B., "Right of Access," *supra*, for more information.)

> "Almost twenty years later, the Court, in furthering that same principle [the *Brown v. Board of Education*, 347 U.S. 483 (1954), right to equal treatment in schools], ruled that undocumented immigrant students and all other immigrant students had a quasi-fundamental right to access public schools. The Court recognized that '[d]enying education to undocumented children imposes a lifetime hardship on a discrete class of children.' *Plyler* at 223. Further that '[i]n these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. *Brown v. Board of Education* 347 U.S. 483,493 (1954). Withholding education has been likened to 'penalizing these children for their presence within the United States,' a circumstance over which they generally have no control.' *Plyler* at 220."
> (Holguin:1987 at 22)

The Court in *Brown v. Board of Education*, 347 U.S. 483 (1954), however, clearly enunciated the principle that all children are entitled to equal educational opportunities. It held that all primary and secondary students have an equal right to all educational opportunities made available by the state. Once a state undertakes to provide educational opportunities, they become a right which must be made available to all students on equal terms.

> [I]n these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms. *Brown v. Board of Education* at 497.

C. Federal Language and Cultural Educational Rights for Linguistic Minority Students: LEP and Bilingual Instructional Programs

> "Much of the basis for the modern use of bilingual education came as a result of federal law, administrative regulations and guidelines, and judicial decree."
> (LaFontaine:1987 at 23)

Federal language and cultural educational rights and services are founded on, mandated by the Fourteenth Amendment, federal case law, federal statutory law and federal regulations. The preceding are components of federal civil rights law.

The denial of equal educational opportunities to students of limited English proficiency are proscribed by the:

- Fourteenth Amendment to the Constitution of the United States (Equal Protection Clause and Due Process Clause);
- *Lau v. Nichols* 414 U.S. 563, 94 S.Ct. 786, 39 L. Ed.2d 1 (1974);
- Title VI of the Civil Rights Act of 1964, 42 U.S.C. Section 2000d, *et seq.*' (hereinafter Title VI), 34 C.F.R. Section 100.1, *et seq.* (In particular, the implementing regulations);
- Equal Educational Opportunities Act of 1974, 20 U.S.C. Section 1703(f) *et seq.*';
- Federal case law (District and Circuit court) -- largely interpreting rights created under *Lau*, the §2000d implementing regulations and §1703(f).

The mandate for and/or funding of educational and remedial services specifically to students of limited English proficiency are provided by:

APPENDIX A

- Equal Educational Opportunities Act of 1974, 20 U.S.C. Section 1703(f) *et seq* (and case law derived thereof);
- Federal case law (District and Circuit court) – largely interpreting rights created under *Lau*, the §2000d implementing regulations and §1703(f) [*infra*].
- Title VII of the Elementary and Secondary Education Act of 1968, 20 U.S.C. §§3221 *et seq.* (hereinafter Bilingual Education Act) (The Bilingual Education Act provides funding for bilingual programs [to be distributed as grants] and mandates a number of obligations on the part of grantees [*See* Section II. D., *infra*]. LEP rights do not arise out of the Bilingual Education Act) unless the agency receives funding under the act.
- Implementing Regulations of Title IV (Used in desegregation context).
- State Bilingual Education Acts**.

Under developing federal law, school districts have an affirmative obligation to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

The Supreme Court ruled in *Lau v. Nichols*, 414 U.S. 563, 94 S.Ct. 786, 39 L. Ed.2d 1 (1974) that schools have an affirmative obligation, under Title VI, to take action to rectify language barriers which have the effect of excluding linguistic minority children from meaningful participation in the educational programs.

> Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful. *Lau* at 566.
>
> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. *Lau* at 566
>
> The petitioners in *Lau* did not specifically request, nor did the Court require, court ordered relief in the form of bilingual education; the plaintiffs in that case sought only "that the Board of Education be directed to apply this expertise to the problem..." *Castaneda* at 1006.
>
> "The 'sink or swim' approach was specifically outlawed by the Supreme Court in its 1974 decision in *Lau v. Nichols*." (LaFontaine 1987 at 33).

Recent enforcement of federal language rights is mainly being brought under 20 U.S.C. §1703(f) of the Equal Educational Opportunities Act. The Fifth Circuit in *Castaneda v. Pickard*, 648 F.2d 989 (5th Cir. 1981), developed standards with which to review §1703(f) actions and mandate remedies. These standards have been adopted by a number of other circuits as well. These standards and the ensuing case law are strong precedents to be adhered to by local courts.

> "The Equal Educational Opportunity Act of 1974 was, ironically, an anti-busing measure. Nevertheless, as part of the compromise to get the legislation passed, it contained a litany of activities declared to be unlawful practices and gave individuals the right to sue under the Act. One unlawful practice listed is 'the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by the students in its instructional program.' This terse language was converted into a meaningful standard by the Fifth Circuit Court of Appeals in *Castaneda v. Pickard*. The searching analysis by the court and its common sense conclusions as to a court's duty when confronted with a section 1703(f) challenge to a school district's program give the opinion great weight and dictate the evidentiary presentation of *Keyes*. (Roos 1986 at 262)

The 5th Circuit in *Castaneda* developed a framework with which to review §1703(f) **actions which includes**: a tripartite test; a dual obligation to teach **students English and to take appropriate action** to ensure that English-language deficiencies **do not constitute a barrier to the acquisition** of substantive knowledge; and an obligation to **overcome all barriers to equal** education.

Castaneda Tripartite Test

> First the court must examine carefully the evidence the record contains concerning the soundness of the educational theory or principles upon which the challenged program is based... the court's responsibility, insofar as educational theory is concerned, is only to ascertain that a school system is pursuing a program informed by an educational theory recognized as sound by some experts in the field, or, at least, deemed a legitimate experimental strategy.
>
> The court's second inquiry would be whether the programs and practices actually used by a school system are reasonably calculated to implement effectively the educational theory adopted by the school. We do not believe that it may fairly be said that a school system is taking appropriate action to remedy language barriers if, despite the adoption of a promising theory, the system fails to follow through with practices, resources and personnel necessary to transform the theory into reality.
>
> Finally, a determination that a school system has adopted a sound program for alleviating the language barriers impeding the educational progress of some of its students and made bona fide efforts to make the program work does not necessarily end the court's inquiry into the appropriateness of the system's actions. If a school's program, although premised on a legitimate educational theory and implemented through the use of adequate techniques, fails, after being employed for a period of time sufficient to give the plan legitimate trial, to produce results indicating that the language barriers confronting students are actually being overcome, that program may, at that point, no longer constitute appropriate action as far as the school is concerned. We do not believe that Congress intended that under 1703(f) a school would be free to persist in a policy which, although it may have been appropriate when adopted, in the sense that there were sound expectations for success and bona fide efforts to make the program work, has, in practice, proved a failure. *Castaneda* at 1009–1010.
>
> "On remand in *Keyes v. School District No. 1*, 576 F. Supp. 1503 (D. Colo. 1983), the court analyzed Denver's bilingual program under the *Castaneda* tripartite test and found that the school district failed 'to take reasonable action to implement the bilingual education policy which it adopted.' *Id.* at 371. Denver was ordered to develop an appropriate remedial plan." (Rom:1985 at 22)

Appropriate Action as defined by *Castaneda*

> Congress has provided us with little guidance for the interpretation of §1703(f). The term "appropriate action" used in that provision indicates that the federal legislature did not mandate a specific program for language instruction, but rather conferred substantial latitude on state and local educational authorities in choosing their programs to meet the obligations imposed by federal law. But, as noted in *Castaneda*, 648 F.2d at 1009, "Congress also must have intended to insure that schools made a genuine and good faith effort, consistent with local circumstances and resources, to remedy the language deficiencies of their students and deliberately placed on federal courts the difficult responsibility of determining whether that obligation had been met." *Gomez* at 1041.
>
> Congress' use of the less specific term 'appropriate action', rather than 'bilingual education', indicates that Congress intended to leave state and local educational authorities a substantial amount of latitude in choosing the programs and techniques they would use to meet their obligations under the EEOA. *Castaneda* at 1008–9.

Dual Obligation

> "The court found that a school district has a dual obligation under Section 1703(f). The school district must first develop a program to teach students English. More importantly, the school district must have a program that assures that English-language deficiencies do not constitute barriers to the acquisition of substantive knowledge conveyed through the school curriculum. While holding that these dual obligations need not be executed simultaneously through a bilingual education program, the court ruled that the schools must design programs which enable students to 'attain parity of participation in the standard instructional program within a reasonable length of time after they enter the school system.' " (Roos: at 263).

Obligation to Overcome All Barriers

And finally, the Court ruled that a school district has the right to choose any sound pedagogical approach it wishes, but must implement it in a manner which assures that all barriers to equal education are overcome. *Castaneda* at 648 F.2d at 1009.

Under developing federal law, state educational agencies have an affirmative obligation under Section 1703(f) to take appropriate action to overcome language barriers that impede equal participation by students in state public schools. *Idaho Migrant Council v. Board of Education*, 647 F.2d 69 (9th Cir. 1981). The 7th Circuit in *Gomez v. Illinois State Board of Education*, 811 F.2d 1030 (7th Cir. 1987), held that §1703(f) places an affirmative obligation on both state and local educational agencies to provide equal education opportunities to their students.

> We concur in the conclusion of the Ninth Circuit in *Idaho Migrant Council v. Board of Education*, 647 F.2d 69 (9th Cir. 1981), that Section 1703(f) requires that state, as well as local, educational agencies ensure that the needs of LEP children are met. *Gomez* at 1042.
>
> The defendants maintain that the *Castaneda* decision applies only to local school districts. We disagree. There is certainly no language in that case to suggest that it is so limited. *Gomez* at 1042.
>
> We cannot accept such an interpretation of the EEOA. Section 1703(f) could hardly be called detailed, but it does make clear, through the definition of the term "educational agency," that the obligation to take "appropriate action" falls on both state and local educational agencies. *Gomez* at 1042.

The 7th Circuit in *Gomez* adopted the *Castaneda* framework and ordered the lower court to use it as a starting point for its analysis of the cause of action at hand.

> There will be, of course, differences in the application of the *Castaneda* analysis depending on whether a state or a local program is at issue. The question is primarily one of the intensity of judicial review. For example, the state school board and its superintendent are obviously not directly involved in the classroom education process. Thus, state educational agencies can only set general guidelines in establishing and assuring the implementation of the state's programs. That does not mean, however, that they have no obligations under the EEOA, for even those general measures must constitute "[a]ppropriate action." If a local district is involved, however, then a consideration of what actually occurs in the classroom might be appropriate. *Gomez* at 1042.

The 7th Circuit, in deciding the scope of the state educational agency's obligation under §1703(f) for implementation of programs designed to provide LEP children with an equal educational opportunity, held that:

> [A]ppropriate action involved more than just "issu[ing] regulations that fail to provide local districts with adequate and uniform guidelines for identifying and placing LEP children in a transitional bilingual education program[.]" *Gomez* at 1042.

It also held that monitoring and enforcement of the program chosen by the state's legislature must be included. *Gomez* at 1042.

D. Other Obligations and Requirements Provided for by Title VII of the Elementary and Secondary Education Act of 1968, 20 U.S.C. §§3221 *et seq.*—Bilingual Education Act

Once a state agency or public school system applies for and is granted funds under the federal Bilingual Education Act, the grantee is obligated to comply with an additional set of requirements

> §501.41—What additional requirements apply to programs of transitional bilingual education?
>
> (a) A grantee under the programs of transitional bilingual education shall comply with all additional requirements found in the definition of program of transitional bilingual education in Section 703(a)(4)(B)(D) of the Act and 34 C.F.R. 500.4 regarding
>
> (1) The forty percent restriction on the participation of children whose language is English;
>
> (2) The participation of LEP children in regular classes in courses such as art, music, and physical education,
>
> (3) The requirement that the programs must be offered in the schools the children normally attend; and
>
> (4) How the children must be grouped in graded and nongraded classrooms.
>
> 34 C.F.R. 501.42

E. State Language and Cultural Educational Rights for Linguistic Minority Students: LEP and Bilingual Instructional Services

Language and cultural rights, services and funding are often provided for by state statutes and case law. A number of states have, in part, developed significant law in this area. In certain instances, state statutes and case law provide language minority students with even greater language and cultural rights than under federal law. In many instances, they also provide large additional sources of funding.

III. Parental Rights to Due Process and Participation

Parents must be consulted during preparation of application for Title VII (federal Bilingual Education Act) grants and throughout the life of the program. Permanent committees of parents, teachers, and other interested individuals (including students, for high school programs) must be coordinated to ensure proper levels of consultation and participation.

20 U.S.C. §3231 (e) of the Bilingual Education Act (*See* 34 C.F.R. 501.21) provides:

> An application for a grant authorized under subsections (a)(1), (a)(2), and (a)(3) of this Section shall—
>
> (1) be developed in consultation with an advisory council, of which a majority shall be parents and other representatives of the children to be served in such programs, in accordance with criteria prescribed by the Secretary;...
>
> (3) contain assurances that, after the application has been approved, the applicant will provide for the continuing consultation with, and participation by, the committee of parents, teachers, and other interested individuals which shall be selected by and predominantly composed of parents of children participating in the program, and in the case of programs carried out in secondary schools, representatives of the secondary students to be served.

Parents must also be informed of instructional goals of program and child's progress.

Parents, under Title VII, of children participating in programs assisted under this title [20 U.S.C. 3221 *et seq.*] shall be informed of the instructional goals of the program and the progress of their children in such programs. 20 U.S.C. §3223(c) (See 34 C.F.R. 501.40)

Parents of students identified for enrollment in Title VII bilingual education programs must be informed of students' need for program, alternatives, nature of bilingual program, and the option to decline enrollment in the program.

> Parents or legal guardians of students identified for enrollment in bilingual education programs shall be informed of (i) the reasons for the selection of their child as in need of bilingual education, (ii) the alternative educational programs that are available, and (iii) the nature of the bilingual education program and of the instructional alternatives. Parents shall also be informed that they have the option of declining enrollment of their children in such programs and shall be given an opportunity to do so if they so choose. 20 U.S.C. §3231(d)(1)(D) (See 34 C.F.R. 501.40)

Other federal and state statutes also provide for or mandate due process procedures and the provision of translators and translated materials for linguistic minority parents.

IV. Emerging Rights Under International Human Rights Law

The Universal Declaration of Human Rights, U.N.G.A. Resolution 217 A(3) October 12, 1948, the International Covenant for Economic, Social and Cultural Rights, Annex 2, U.N.G.A. Resolution 2200 (XXX) (Adopted Dec. 16, 1966; came into force January 3, 1976.), and the International Covenant for Civil and Political Rights, Annex 2, UNGA Resolution 2200 (XXI) (Adopted Dec. 16, 1966; came into force March 23, 1976), all expressly provide a right to education and a right to be free from discrimination.

Under Article 26 of the Universal Declaration of Human Rights, students have a right to an education, particularly a primary education, which shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Article 13 of the International Covenant on Economic, Social and Cultural Rights provides students with a right to a quality education, particularly to an elementary education. And under Article 27 of the International Covenant On Civil and Political Rights, students, in community with other members of their group, have a right to enjoy their own culture, to profess and practice their own religion, or to use their own language.

Under the Article 2 of the Universal Declaration of Human Rights, Article 3 of the International Covenant on Economic, Social and Political Rights and Article 26 of the International Covenant on Civil and Political Rights, students have a right to be free from discrimination of any kind, such as that based on race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

It is unclear to what extent the above-listed Declaration and Covenants may be relied on at this moment. It is, however, imperative that the U.S. ratify the two covenants in the immediate future.

Table of Cases

Although not exhaustive, the following list includes many of the significant cases, arranged alphabetically, which apply to the issues addressed in this Supplement.

Brown v. Board of Education, 347 U.S. 483, 74 S. Ct. 686 (1954).

Castaneda v. Pickard, 648 F.2d 989 (5th Cir. 1981).

DeCanas v. Bica, 424 U.S. 351, 96 S. Ct. 933 (1976).

Gomez v. Illinois State Bd. of Education, 811 F.2d 1030 (7th Cir. 1987).

Graham v. Richardson, 403 U.S. 365, 91 S. Ct. 1848 (1971).

Idaho Migrant Council v. Board of Education, 647 F.2d 69 (9th Cir. 1981).

Keyes v. School District No. 1, 576 F. Supp. 1503 (D. Colo. 1983).

Korematsu v. United States, 323 U.S. 214, 65 S. Ct. 193 (1944).

Lau v. Nichols, 414 U.S. 563, 94 S. Ct. 786 (1974).

Martinez v. Bynum, 461 U.S. 321, 103 S. Ct. 1838 (1983).

Mathews v. Diaz, 426 U.S. 67, 96 S. Ct. 1883 (1976).

Morgan v. Sproat, 432 F. Supp. 1130 (S.D. Miss. 1977).

Pena v. Board of Educ. of City of Atlanta, 620 F. Supp. 293 (N.D.Ga. 1985).

Perez-Funez v. District Director, 619 F. Supp. 656 (C.D. Cal. 1985).

Plyler v. Doe, 457 U.S. 202, 102 S. Ct. 2382 (1982).

San Antonio School District v. Rodriguez 411 U.S. 1, 93 S. Ct. 1278 (1973).

Toll v. Moreno, 458 U.S. 1, 102 S. Ct. 2977 (1982).

General Bibliography

Gunther, *The Supreme Court, 1971 Term — Foreword: In Search of Evolving Doctrine on a Changing Court: A Model for a Newer Equal Protection*, 86 Harv. L. Rev. 1, 8 (1972).

Holguin, "Children in INS Prisons: An Educational Assessment", Paper commissioned by the Immigrant Student Project — NCAS (Spring 1987).

LaFontaine, "At Risk Children and Youth: The Extra Educational Challenge of Limited English Proficient Students". Paper submitted to The Council of Chief State School Officers — Summer Institute — Whitefish, Montana (August 4, 1987).

Rom, *The Evolution of Legal Requirements for the Education of Students of Limited English Proficiency*, 29 BOSTON BAR J. 16 (Oct. 1985).

Roos, *Implementation of The Federal Bilingual Education Mandate: The Keyes Case as a Paradigm*, 1 LA RAZA L. REV. 257 (1986).

Footnotes

1. Unless otherwise defined, immigrants for the purposes of this survey include both documented and undocumented 'aliens'.
2. Pub. L. No. 82414, 66 Stat. 163 (codified as amended at 8 U.S.C. §1101 *et seq.*)
3. In Plyler, the Court stated that:

   > [A] state may borrow the federal classification [alien classification in this case]. But to justify its use as a criterion for its own discriminatory policy, the state must demonstrate that the classification is reasonably adapted to "**the purposes for which the state desires to use it**" *Oyama v. California*, 332 U.S. 633, 664-5 (1948) (Murphy, J., concurring) (emphasis added).

4. J Visa and M Visa holders, the only other bona fide students authorized under the INA to pursue a full course of study, are not included in this analysis as J and M Visas are not normally granted to primary and secondary students.
5. The Statute reads:

   > No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

APPENDIX B

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APPENDIX B

REFERENCES

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APPENDIX C

ENGLISH LANGUAGE PROFICIENCY TEST PROGRAM FOR ESOL STUDENT

ORAL LANGUAGE PROFICIENCY DEVICES:

PAGE

Bilingual Syntax Measure I (BSM I) 1975, 1978 50

Idea Oral Language Proficiency Test I - English (IPT I) 1979 55

Idea Oral Language Proficiency Test - Spanish, IPT (Spanish) 1980 60

Idea Oral Language Proficiency Test II - English (IPT II) 1983 65

Language Assessment Scales (LAS) 1977, 1986 70

Pre-Las English 1985, 1986 77

BILINGUAL SYNTAX MEASURE I (BSM I) 1975, 1978

FORMS: BSM-English and
BSM-Spanish

GRADES: K-2

PUBLISHER: The Psychological Corporation
555 Academic Court
San Antonio, Texas 78204-0952

(512) 299-1061

1. DESCRIPTION

- Designed to measure student's oral proficiency in English and/or Spanish syntactical structures.

- Indicates the degree to which a student is structurally dominant in English or in Spanish when the results of BSM-S (Spanish) and BSM-E (English) for the same student are compared.

- BSM-E measures English structural proficiency of students whose native language is Spanish or any other language besides English.

- BSM-S measures the Spanish structural proficiency of native and non-native speakers of Spanish.

- BSM-S is designed to measure the degree of maintenance or loss of certain basic Spanish grammatical structures in students who acquired Spanish as a first language; BSM-E measures the same attributes in students who acquired English as a first language.

- BSM is based on the theory that children acquire a second language by a process of creative construction in which they gradually construct rules for the speech they hear. It was found that children acquire syntactic structures in a systematic manner in all languages and that there is a common order of acquisition of certain English grammatical morphemes by children of diverse language backgrounds.

2. TEST STRUCTURE

The BSM-E consists of twenty-five items which measure the following syntactical structures: word order, pronoun case, progressive -ing, copula singular, short plural, auxiliary singular, article, copula plural, auxiliary plural, past regular, present indicative, progressive -s, long plural, conditional auxiliary, past irregular, perfect auxiliary, and past participle.

The BMS-S consists of twenty-five items which measure the following syntactical structures: word order, progressive, auxiliary estar, copula ser, copula estar, present indicative, infinitive, adjective gender, possessive, indirect object pronoun, conjunction que, reflexive, article, present subjunctive, direct object pronoun, and past subjunctive (perfect).

Underlying the syntactic structures, according to the theory upon which the test is based, is a psycholinguistic continuum of syntactic development.

3. LANGUAGE SKILLS CHART FOR BSM I

	SKILLS			
CONTENT	Listening	Speaking	Reading	Writing
Sound				
Words				
Syntax		X		
Pragmatics				

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Technique

BSM approximates a real conversation between the examiner and student about seven cartoon-type pictures. The examiner asks the student questions about the pictures which the student answers orally. The examiner records the student's oral responses in a booklet.

Administration Requirements

Examiners must be speakers of the language of the test version they administer (English and/or Spanish). Training is needed by examiners in administering the test questions, in recording the student's oral responses, and in scoring test items.

Administration Time

Approximately 10-15 minutes per child.

5. NORMING INFORMATION

How Instrument Was Normed

BSM was not normed. The test research sub-samples drawn from several ethnic groups were not selected to be representative of the entire U.S. and were not matched for length and type of exposure to English and/or Spanish. Therefore, the groups are not comparable.

Number and Type of Students in Test Research Sample

The test research sample numbered 1,603 students. Included in the sample were students whose first language was Spanish and students whose first language was English. The sample is judgmental rather than random and was selected to include pupils from urban, suburban and rural school districts in four U.S. geographic regions. A broad spectrum of Spanish speaking pupils was selected from the three major Hispanic groups in the U.S.: Mexican-American, Cuban and Puerto Rican. The target group consisted of students in grades K-2 in school districts with large concentrations of Spanish speakers.

Scoring Levels: Derivation and Validation

The three upper Proficiency Levels (3-4-5) were empirically established.

6. SCORING INFORMATION

Scoring Method

Hand

How Scores Are Reported

Student scores are reported as one of five Proficiency Levels:

Proficiency Level 1: No English/Spanish
Proficiency Level 2: Receptive English/Spanish only
Proficiency Level 3: Survival English/Spanish
Proficiency Level 4: Intermediate English/Spanish
Proficiency Level 5: Proficient in English/Spanish

7. DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	Technical Handbook: pp. 15-17
FIELD TEST SAMPLE DESCRIPTION	Technical Handbook: pp. 34-39; Manual-English: p. 4; Manual-Spanish: p. 4
SCORING - PROFICIENCY LEVEL	Manual-English: p. 12; Child Response Booklet: p. 7; Manual-Spanish: p. 12; Respuesta del nino: p. 7
RELIABILITY	Technical Handbook: pp. 40-46
VALIDITY	Technical Handbook: pp. 30-33

IDEA ORAL LANGUAGE PROFICIENCY TEST I - ENGLISH (IPT I)
1979

FORMS: A and B

GRADES: K-6

PUBLISHER: Ballard & Tighe, Inc.
480 Atlas Street
Brea, California 92621

(714) 990-4332

1. DESCRIPTION

- Screening device to determine level of oral language mastery for placement into IDEA Oral Language Management Program.

- Used to classify students as non-English speaking (NES), limited English speaking (LES), and fluent English speaking (FES).

- Tests four areas of English oral language proficiency: vocabulary, comprehension, syntax and verbal expression which includes articulation.

- Based on view that children pass through four stages of language acquisition: babbling (meaningless sounds); echolalic (repeating); graphic (one-or-more word sentences); and, syntactic (expanded communication, exploration of language and world around).

2. TEST STRUCTURE

The IPT I consists of eighty-three items measuring English listening-speaking skills in four areas as follows:

AREA	ITEMS
Vocabulary	20
Comprehension	19
Syntax	18
Verbal Expression*	26

*Verbal Expression includes articulation skills.

3. LANGUAGE SKILLS CHART

	SKILLS			
CONTENT	Listening	Speaking	Reading	Writing
Sounds	X	X		
Words	X	X		
Syntax	X	X		
Pragmatics				

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Techniques

Testing techniques vary within the levels of the test. Techniques used are: question-and-answer; commands which expect an oral or physical response; sentence repetition; listening to a story/answering oral questions; characterizing spoken pairs of words as being the same or different; and story-retelling.

Administration Time

14 minutes (average)

Administration Requirements

- It is strongly recommended that examiners be bilingual in English and the language of the student.

- Inservice training in the use of the test is needed by examiners as well as access to the Examiner's Manual.

5. NORMING INFORMATION

How Instrument Was Normed

Data were collected from research samples in several studies. These were used to develop a normative interpretation of student language proficiency Score Levels.

Number and Type of Students in Norming Group

Combined research samples consisted of 2,061 K-8 students in ten California rural, urban and suburban school districts from bilingual classrooms with identified NES/LES students available for testing. Specifically, the scores of monolingual English and fluent English-speaking students in those classrooms were used. These data were combined with those of 364 students who took part in the Spring, 1981 Construct Validity Study.

Scoring Levels: Derivation and Validation

Scoring levels (NES/LES/FES) were derived by correlating IPT I scores with NES/LES/FES classification levels established by the California State Department of Education. The validity of the NES/LES/FES designations were assessed by correlating them with teacher ratings of students.

6. SCORING INFORMATION

Scoring Method

Hand

How Scores Are Reported

- IPT Score Levels A, B, C, D, E, F, M
- English Language Proficiency Levels:

  NES - Non-English Speaking
  LES - Limited English Speaking
  FES - Fluent English Speaking

7. TEST DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	Examiner's Manual: pp. 13-14
FIELD TEST SAMPLE DESCRIPTION	Technical Manual: pp. 7-10, 24, B-2 to B-3, C-2 to C-3
SCORING-PROFICIENCY LEVEL	Examiner's Manual: pp. 9-11
RELIABILITY	Technical Manual: pp. 28-35
VALIDITY	Technical Manual: pp. 11-27

IDEA ORAL LANGUAGE PROFICIENCY TEST - SPANISH, IPT (SPANISH)
1980

FORMS: One only

GRADES: K-8

PUBLISHER: Ballard & Tighe, Inc.
480 Atlas Street
Brea, California 92621

(714) 990-4332

1. DESCRIPTION

- Screening device to determine level of oral language mastery for placement into Spanish IDEA Oral Language Program.

- Used to classify students as non-Spanish speaking (NSS), limited Spanish speaking (LSS), and fluent Spanish speaking (FSS).

- Tests four areas of Spanish oral language proficiency: vocabulary, comprehension, syntax and verbal expression which includes articulation.

- Based on the view that children pass through four stages of language acquisition: babbling (meaningless sounds); echolalic (repeating); telegraphic (one-or-more word sentences); and, syntactic (expanded communication, exploration of language and world around).

2. TEST STRUCTURE

The IPT (Spanish) consists of eighty-three items measuring Spanish listening-speaking skills in four areas as follows:

AREA	ITEMS
Vocabulary	16
Comprehension	20
Syntax	21
Verbal Expression*	26

*Verbal Expression includes articulation skills.

3. LANGUAGE SKILLS CHART FOR IPT (Spanish)

	SKILLS			
CONTENT	Listening	Speaking	Reading	Writing
Sounds	X	X		
Words	X	X		
Syntax	X	X		
Pragmatics				

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Techniques

Testing techniques vary within the levels of the test. Techniques used are: question-and-answer; filling in blanks, orally; sentence repetition; questions about pictures; transformations; directed responses; oral comprehension questions on an oral story; reading of time; picture/sentence matching; reciting of information; verbal commands for verbal/physical responses; requests to infer outcomes to stories and to events in pictures; sound matching; and, story retelling.

Administration Time

14 minutes (average)

Administration Requirements

- Examiners must speak Spanish.
- It is recommended that examiner practice by giving the test at least once before actually administering it for designation of language proficiency.

5. NORMING INFORMATION

How Instrument Was Normed

Data were collected from a research study in spring 1980. These were used to develop a normative interpretation of student language proficiency Score Levels.

Number and Type of Students in Norming Sample

Research sample consisted of 614 students, grades K-8, ages 5-16, male and female divided evenly. Students were recruited from three school districts in California and one in Texas. All students were from recognized bilingual classrooms with identified NSS/LSS students available for testing.

Scoring Levels: Derivation and Validation

Scoring levels (NSS/LSS/FSS) were derived by correlating IPT (Spanish) scores with school district and teacher NSS/LSS/FSS classifications.

6. SCORING INFORMATION

Scoring Method

Hand

How Scores Are Reported

- IPT (Spanish) Score Levels A, B, C, D, E, F, M
- Spanish Language Proficiency Levels

    NSS - Non-Spanish Speaking
    LSS - Limited Spanish Speaking
    FSS - Fluent Spanish Speaking

7. DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	Examiner's Manual: pp. 14-15
FIELD TEST SAMPLE DESCRIPTION	Technical Manual: pp. 7-10
SCORING - PROFICIENCY LEVEL	Examiner's Manual: p. 11; Technical Manual: p. 18
RELIABILITY	Technical Manual: pp. 11-19
VALIDITY	Technical Manual: pp. 20-22

IDEA ORAL LANGUAGE PROFICIENCY TEST II - ENGLISH (IPT II)
1983

FORMS: A and B

GRADES: 7-12

PUBLISHER: Ballard & Tighe, Inc.
480 Atlas Street
Brea, California 92621

(714) 990-4332

1. DESCRIPTION

- Assesses phonological structure, morphology and lexical items, syntax, comprehension, oral production, and pragmatics (the appropriate use of language to obtain specific goals).

- Measures adolescent students' degree of "control" over meaningful language forms and "velocity of growth" in elaborating language.

- Results are used to: determine the level of English oral language proficiency of secondary school students who are native speakers of other languages; classify students as non-English proficient (NEP), limited English proficient (LEP), and fluent English proficient (FEP); and, provide diagnostic information for instruction.

- Based on view that children pass through four stages of language acquisition: babbling (meaningless sounds); echolalic (repeating); telegraphic (one-or-more word sentences); and, syntactic (expanded communication, exploration of language and world around).

2. TEST STRUCTURE

The IPT II consists of ninety-one items measuring Spanish listening-speaking skills in four areas as follows:

AREA	ITEMS
Vocabulary	26
Comprehension	19
Syntax	25
Verbal Expression*	21

*Verbal Expression includes articulation skills.

3. LANGUAGE SKILLS CHART FOR IPT II

	SKILLS			
CONTENT	Listening	Speaking	Reading	Writing
Sounds	X	X		
Words	X	X		
Morphemic Structure		X		
Syntax	X	X		
Pragmatics		X		

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Techniques

Testing techniques vary within the levels of the test. Techniques used are: filling in of blanks, orally; question-and-answer; commands which expect oral/physical responses; answering questions about pictures; structural exercises and transformations; reading of time; telling short stories/retelling short stories; answering questions about oral stories; reciting information from memory; saying whether words sound the same or different; requests to infer outcomes of oral stories; determine mood and retell main ideas; requests to infer mathematical information from a graph; and, requests to put events in sequence.

Administration Time

15 minutes (average)

Administration Requirements

- It is strongly recommended that the examiner be bilingual in English and in the language of the student.
- Examiners must be given practice in administering the test.

5. NORMING INFORMATION

How Instrument Was Normed

Data were collected from research samples in several field studies. These were used to develop a normative interpretation of student language proficiency Score Levels.

Number and Type of Students in Test Research Sample

Research samples consisted of 306 native English speakers and 153 minority students classified as non-, limited and fluent English speakers. All were from school districts in California. Fourteen language groups were represented, the majority of which was from Spanish and Vietnamese speaking background. Some other languages represented were Korean, Cambodian, Laotian and Chinese.

Scoring Levels: Derivation and Validation

Scoring levels (NEP/LEP/FEP) were derived from validity studies involving English-only students and those who are native speakers of languages other than English. The IPT II test data of the language minority groups were correlated with the amount of time spent in the U.S., teacher predictions of scores, and district and teacher classification of language minority students. Data from teacher and district NEP/LEP/FEP classifications were then correlated with established classification levels established by the California State Department of Education.

6. SCORING INFORMATION

Scoring Method

Hand

How Scores Are Reported

- IPT Score Levels A, B, C, D, E, F, M
- English Language Proficiency Levels

  NEP - Non-English Proficiency
  LEP - Limited English Proficiency
  FEP - Fluent English Proficiency

7. DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	Examiner's Manual: pp. 13-17; Technical Manual: pp. 73-77
FIELD TEST SAMPLE DESCRIPTION	Technical Manual: pp. 14, 32, 34-35, 37
SCORING - PROFICIENCY LEVEL	Examiner's Manual: p. 10; Technical Manual: p. 55
RELIABILITY	Technical Manual: pp. 56-64
VALIDITY	Technical Manual: pp. 15-55

LANGUAGE ASSESSMENT SCALES (LAS)
1977, 1986

FORMS: A and B in English
A in Spanish
LAS Short Form

GRADES: K-5 (Level I)
6-12 (Level II)

PUBLISHER: Linguametrics Group
P.O. Box 3495
San Rafael, CA 94912-3495

(415) 459-5350

1. DESCRIPTION

- Assesses the following English and Spanish language skills: phoneme discrimination and production; knowledge of concrete nouns; oral sentence comprehension; oral production; written production (optional, Level II only); and pragmatics (ability to use language for one's own ends, optional).

- Determines whether student is a proficient, limited or non-speaker of English and Spanish.

- Based on the view that language consists of four linguistic subsystems: phonology (phonemics, stress, rhythm, intonation); the lexicon (the "words" of the language); syntax (the meaningful utterances); and pragmatics (the appropriate use of language to obtain specific goals).

2. TEST STRUCTURE

Total and Subtest Scores Available	Test Levels - Long Form - English & Spanish	
	Level I Grades K-5	Level II Grades 6-12
	Number of Items	Number of Items
Minimal Pairs	30	24
Lexical	20	20
Phonemes	36	36
Sentence Comprehension	10	10
Oral Production (story retelling)	1 story	1 story
Total	97	91
Written Production (story rewriting; optional)		1 story
Observation (optional)	10	10

Total and Subtest Scores Available	Test Levels - Short Form - English & Spanish	
	Level I Grades K-5	Level II Grades 6-12
	Number of Items	Number of Items
Lexical	20	20
Sentence Comprehension	10	10
Oral Production (story retelling)	1 story	1 story
Total	31	31

- The three LAS Short Form scales (Lexical, Sentence Comprehension and Oral Production) are identical to those of the LAS Long Form.

- LAS Short Form may be used as a preliminary screening instrument. LAS Short Form should be used for K-1 students unless the Pre-LAS is available to assess students ages 4-6.

3. LANGUAGE SKILLS CHART FOR LAS, LONG FORM

SKILLS

CONTENT	Listening	Speaking	Reading	Writing
Sounds	X	X		
Words		X		X
Syntax	X	X		X
Pragmatics		X		

LANGUAGE SKILLS CHART FOR LAS, SHORT FORM

SKILLS

CONTENT	Listening	Speaking	Reading	Writing
Sounds				
Words		X		
Syntax	X	X		
Pragmatics				

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Techniques

Each LAS subscale employs a different testing technique. For Minimal Pairs, student is presented with a pair of spoken words and indicates whether they are the same or different; for Lexical, the examiner points to a picture and the student says what it is; for Phonemes, the student repeats words and sentences; for Sentence Comprehension, the student matches a spoken sentence with one of three drawings; for Oral Production, the student listens to a story and retells it to the examiner; for Observations (optional), the examiner completes an observation form which yields student pragmatic language information; and, for Written Production (optional), the student writes down the story (s)he has retold for Oral Production.

Administration Time

Approximately 10 minutes per student for LAS Short Form; 20 minutes for LAS Long Form.

Administration Requirements

- Examiners should be teachers or other school personnel who are qualified to work with students, proficient speakers of English and Spanish, completely familiar with administration of the test, and able to discriminate correct from incorrect responses.

- Examiners must be trained to administer the test.

5. NORMING INFORMATION

How Instrument Was Normed

A random sample of students was used as a research sample to develop the Oral Proficiency Levels and to develop a normative interpretation for each Oral Proficiency Level.

Number and Type of Students in Test Research Sample

The research sample included 2300 students from California, Texas, District of Columbia, Florida, New York, New Mexico, Puerto Rico, Mexico, Guatemala and Honduras. Included were English speakers in the U.S. of Anglo-American and other ethnic backgrounds, and Spanish speakers from within and without the U.S. Socio-economic backgrounds included low, lower-middle and middle class. On the English form, students were from grades K-12; on the Spanish form, from ages 6-17.

Scoring Levels: Derivation and Validation

The five Oral Proficiency Levels were derived empirically through a series of reliability and validity studies.

6. SCORING INFORMATION

Scoring Method

Hand, computer programs (AUTOLAS), and machine.

How Scores Are Reported

Student scores are reported as one of five Oral Proficiency Levels:

Proficiency Level 1: Non-speaker
Proficiency Level 2: Non-speaker
Proficiency Level 3: Limited English Speaker
Proficiency Level 4: Proficient Speaker
Proficiency Level 5: Proficient Speaker

7. TEST DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	A Convergent Approach to Oral Language Assessment: pp. 8-61
TEST RESEARCH SAMPLE DESCRIPTION	LAS Technical Supplement B-1: pp. 1-3; LAS Technical Supplement B-11: pp. 1-3; Norms for the LAS (1983): p .1; A Convergent Approach to Oral Language Assessment: pp. 22, 25-29, 31-32, 39-42, 55-59; LAS Short Form Validity and Reliability, pp. 2-3
SCORING-PROFICIENCY LEVELS	Scoring and Interpretation Manual for Language Assessment Scales - LAS 5th Edition: pp. 6-11
RELIABILITY	LAS Technical Supplement B-I: pp. 14-18; LAS Technical Supplement B-II: pp.3-12; A Convergent Approach to Oral Language Assessment: pp. 62-78; LAS Short Form Validity and Reliability: pp. 3-18
VALIDITY	LAS Technical Supplement B-I: pp. 18-25; LAS Technical Supplement B-II: pp. 3-17; A Convergent Approach to Oral Language Assessment: pp. 78-128; the LAS Short Form Validity and Reliability: pp. 3-18

PRE-LAS ENGLISH
1985, 1986

FORMS: A and B

AGES: 4-6

PUBLISHER: Lingametrics Group
P.O. Box 3495
San Rafael, CA 94912-3495

(415) 459-5350

1. DESCRIPTION

- Measures children's expressive and receptive abilities in oral language components of morphology, syntax and semantics.

- Determines whether student is a proficient, limited or non-speaker of English and Spanish.

- Based on the view that language consists of four linguistic aspects: phonology (phonemics, stress, rhythm, intonation); the lexicon (the "words" of the language); syntax (the meaningful utterances); and, pragmatics (the appropriate use of language to obtain specific goals).

2. TEST STRUCTURE

Total and Subtest Scores Available	PRE-LAS, Forms A and B Number of Items
Simon Says (following directions)	10
Choose a Picture (match oral stimulus to one of two pictures)	10
What's in the House? (naming of labels for household objects)	10
Say What You Hear (sentence imitation)	10
Finishing Stories (supply spoken clause to complete a compound or complex sentence)	5
Let's Tell Stories (story retelling)	2 stories

3. LANGUAGE SKILLS CHART FOR PRE-LAS ENGLISH

	SKILLS			
CONTENT	Listening	Speaking	Reading	Writing
Sounds				
Words		X		
Syntax	X	X		
Pragmatics	X			

4. TEST ADMINISTRATION INFORMATION

Administration Method

Individual

Testing Techniques

Each Pre-LAS subscale employs a different testing technique. For Simon Says, student is given an oral command and responds by performing it; for Choose a Picture, student points to one of two pictures which matches what examiner says; for What's in the House, student names object pointed to; for Say What You Hear, student repeats a spoken sentence; for Finishing Stories, examiner starts a sentence orally and student completes it orally; and, for Let's Tell Stories, student retells a story about a set of pictures (s)he views.

Administration Time

Approximately 10 minutes per student.

Administration Requirements

- Examiners should be teachers or school personnel who are qualified to work with 4- to 6 year-olds, proficient speakers of standard English, and able to discriminate correct from incorrect responses.

- Examiners must be trained to administer the test.

5. NORMING INFORMATION

How Instrument Was Normed

A random sample of students was used as a research sample to develop the Oral Proficiency Levels and to develop a normative interpretation for each Level.

Number and Type of Students in Test Research Sample

846 preK-1 students in Texas, California, Oregon, Connecticut and Hawaii participated. Background variables for selection included: language majority/minority, male/female, and ages 3-8.

Scoring Levels: Derivation and Validation

Reported in Pre-LAS Technical Report #1.

6. SCORING INFORMATION

Scoring Method

Hand

How Scores Are Reported

Student scores are reported as one of five Oral Proficiency Levels:

Proficiency Level 1: Non-speaker
Proficiency Level 2: Non-speaker
Proficiency Level 3: Limited English Speaker
Proficiency Level 4: Proficient Speaker
Proficiency Level 5: Proficient Speaker

7. TEST DOCUMENTATION

Test Information	Source Document/Page
ITEM OBJECTIVES OR CONTENT CLASSIFICATION	How to Administer Pre-LAS English, Forms A and B: p. 2
TEST RESEARCH SAMPLE DESCRIPTION	Pre-LAS Norms and Reliability on Forms A and B (#521): pp. 1-2
SCORING-PROFICIENCY LEVELS	Scoring and Interpretation Manual for Pre-LAS (2nd edition): pp. 9-10
RELIABILITY	Pre-LAS Norms and Reliability on Forms A and B (#521): pp. 3, 6, 11, 16, 21, 26, 29
VALIDITY	Pre-LAS Technical Report

APPENDIX D_1 - JEFFERSON PARISH MODEL

A GUIDE TO PLANNING A FOUR-YEAR PROGRAM FOR ESOL STUDENTS

The number of years remaining until the student's anticipated graduation in his country must be considered in order to properly determine high school grade placement in Jefferson Parish Public School System.

9TH GRADE ENTRY: COLLEGE AND REGENT PLAN

9	English I(SL)	Algebra I	Earth Science	Reading (SL)	P.E.	ESOL I
10	English II(SL)	Geometry	Biology	World History	P.E.	ESOL II
11	English III	Algebra II	Chemistry	American History	Foreign Language	ESOL III
12	English IV	Advanced Math	Physics	Free Enterprise/ Computer Literacy	Foreign Language	Civics

The regent scholar will need summer school for the required 3rd year Foreign Language and Fine Arts.

9TH GRADE ENTRY: NON-COLLEGE PLAN

9	English I(SL)	Algebra I	Earth Science	Reading (SL)	P.E.	ESOL I
10	English II(SL)	Geometry	Biology	World History or Geography	P.E.	ESOL II
11	English III	Math	Chemistry or Envir. Science	American History	Computer Literacy	ESOL III
12	English IV or Business English	Math or Elective	Elective	Civics/ Free Enterprise	Elective	Elective

10TH GRADE ENTRY: COLLEGE AND REGENT PLAN

9	Evaluate international transcripts: Credits earned usually are 1 each in Foreign Language, Social Studies (World History), Science (General Science or Physical Science), and Math; 1/2 in English I and P.E.; and 1 Elective (Fine Arts).					
10	English II(SL)	Geometry or Algebra I	Biology	Reading (SL)	P.E.	ESOL I
11	English III(SL)	Algebra II	Chemistry	American History	P.E.	ESOL II
12	English IV	Advanced Math	Physics	Free Enterprise/ Computer Literacy	Foreign Language	ESOL III

College scholar will need summer school for 1/2 English I and Civics.
Regent scholar will need summer school for 3rd year Foreign Language, 1/2 English I and Civics.

10TH GRADE ENTRY: NON-COLLEGE PLAN

9	Evaluate international transcripts: Credits earned usually are 1 each in Foreign Language, Social Studies (World History), Science (General Science or Physical Science), and Math; 1/2 in English I and P.E.; and 1 Elective (Fine Arts).					
10	English I(SL)	Geometry or Algebra I	Biology	Reading (SL)	P.E.	ESOL I
11	English II(SL)	Math	Chemistry or Envir. Science	American History	P.E./ Computer Literacy	ESOL II
12	English III	Math or Elective	1 Elective	Civics/ Free Enterprise	* English IV or Business English	ESOL III

* Students must earn a total of four English credits.

APPENDIX D_1 - JEFFERSON PARISH MODEL

11TH GRADE ENTRY: COLLEGE AND REGENT PLAN

9	Evaluate international transcripts: Credits earned usually are 1 each in Foreign Language, Social Studies (World History), Science (General Science or Physical Science), and Math; 1/2 in English I and P.E.; and 1 Elective (Fine Arts).					
10	Evaluate international transcripts: Credits earned usually are 1 each in Foreign Language, Social Studies (National History and Geography), Science (Biology), and Math; 1/2 in English I and P.E.; and 1 Elective (Fine Arts).					
11	English II(SL)	*Algebra II	Chemistry	American History	Reading (SL)	ESOL I
12	English III(SL)	Advanced Math	Physics	Civics	Computer Literacy	ESOL II

* Algebra I and geometry are prerequisites.
The student must attend summer school for the following: English IV (1), P.E. (1), Free Enterprise (1/2), and Foreign language (1). If the student elects not to attend summer school, he must attend an additional year [illegible] high school to complete courses required.

11TH GRADE ENTRY: NON-COLLEGE PLAN

9	Evaluate international transcripts: Credits earned usually are 1 each in Foreign Language, Social Studies (World History), Science (General Science or Physical Science), and Math; 1/2 in English I and P.E.; and 1 Elective (Fine Arts).					
10	Evaluate international transcripts: Credits earned usually are 1 each in Foreign Language, Social Studies (National History and Geography), Science (Biology), and Math; 1/2 in English I and P.E.; and 1 Elective (Fine Arts).					
11	English II(SL)	* Math	Chemistry or Envir. Science	American History	Reading (SL)	ESOL I
12	English III(SL)	P.E.	Computer Literacy/ Free Enterprise	Civics	ESOL II	**English IV or Business English

* Students must earn three units of math: Algebra I, Geometry, and a math elective..

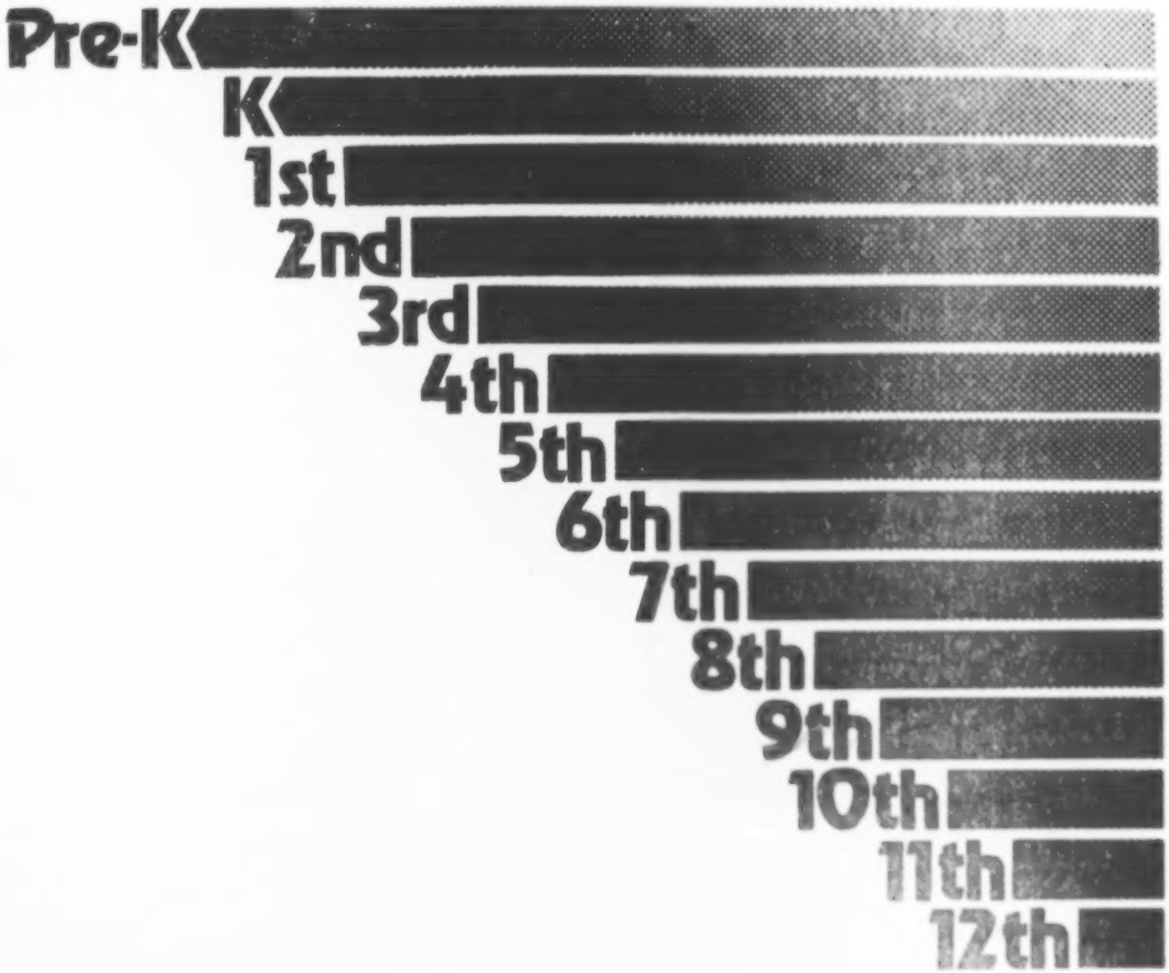
** Students must earn a total of four English credits.

12TH GRADE ENTRY: COLLEGE/REGENT AND NON-COLLEGE PLAN

At the time of registration, no student is admitted at the twelfth grade level. The number of courses needed for graduation in Louisiana generally requires a minimum of two-years of study. Exceptions must be handled on a per case basis.

APPENDIX D^2

A GUIDE TO PLANNING AN INSTRUCTIONAL PROGRAM FOR LEP STUDENTS -
PRE-K THROUGH GRADE 12 - TEXAS STATE AGENCY


Pre-K
K
1st
2nd
3rd
4th
5th
6th
7th
8th
9th
10th
11th
12th

Guidelines for Language Usage in English as a Second Language Programs

1st
2nd
3rd

ESL
1,2
3,4

English As A Second Language Program For First, Second, And Third Grade LEP Students

(Upon Initial Placement)

Required Chapter 75 Curriculum Allocation	Guidelines for Language Usage			
	ESL 1	ESL 2	ESL 3	ESL 4
	Beginner in English: Monolingual Speakers of Primary Language*	Intermediate: Some Oral English Scoring Below the 23rd Percentile in Grades 2-12	Near Proficient Speakers of English Scoring Between the 23rd and 40th Percentile in Grades 2-12	Students Without Previous Schooling
Language Arts (daily)	ESL for 600 minutes weekly	ESL for 600 minutes weekly	ESL for 300 minutes weekly	ESL for 600 minutes weekly
Mathematics (daily)	ESL Methods for 300 minutes weekly		ESL Methods Optional	ESL Methods for 300 minutes weekly
Science (weekly)	ESL methods for 100 minutes weekly per semester	ESL methods for 100 minutes weekly per semester		ESL Methods for 100 minutes weekly per semester
Social Studies (weekly)	ESL methods for 100 minutes weekly per semester	ESL methods for 100 minutes weekly per semester		ESL methods for 100 minutes weekly per semester
Health (weekly)	ESL methods	ESL Methods Optional		ESL methods
Fine Arts (weekly)	ESL Methods			ESL methods
Physical Education (daily)	ESL Methods			ESL methods

*Primary language is the language indicated in the student's home language survey (Spanish, Vietnamese, etc.).

English As A Second Language Program For Prekindergarten* And Kindergarten LEP Students (Upon Initial Placement)

	Guidelines for Language Usage		
	ESL 1	**ESL 2**	**ESL 3**
Required Chapter 75 Curriculum Allocation**	**Beginner in English: Monolingual Speakers of Primary Language*****	**Intermediate: Some Oral English**	**Near Proficient Speakers of English**
Language Arts *(40% of day)*	ESL for 144 minutes for full day program; ESL for 72 minutes for half day program.	ESL for 144 minutes for full day program; ESL for 72 minutes for half day program.	ESL for 45 minutes daily
Mathematics *(20% of day)*	ESL methods for 72 minutes for full day program; ESL methods for 36 minutes for half day program.	ESL methods for 72 minutes for full day program; ESL methods for 36 minutes for half day program.	
Science *(weekly)*	ESL methods	ESL methods	ESL methods
Social Studies *(weekly)*	ESL methods	ESL methods	ESL methods
Health *(weekly)*	ESL methods	ESL methods	ESL methods
Fine Arts *(weekly)*	ESL methods	ESL methods	
Physical Education *(daily)*	ESL methods		

*Prekindergarten and kindergarten programs may be offered for a half day with three hours of instructional time (180 minutes) or for a full day with six hours of instructional time (360 minutes).

**In prekindergarten or kindergarten, the distribution of time allocations should be consistent with the essential elements outlined in Chapter 75.

***Primary language is the language indicated in the student's home language survey (Spanish, Vietnamese, etc.).

4th
5th
6th

ESL
1, 2
3, 4

English As A Second Language Program
For Fourth, Fifth, And Sixth Grade LEP Students
(Upon Initial Placement)

Required Chapter 75 Curriculum Allocation	Guidelines for Language Usage			
	ESL 1	ESL 2	ESL 3	ESL 4
	Beginner in English: Monolingual Speakers of Primary Language*	Intermediate: Some Oral English Scoring Below the 23rd Percentile in Grades 2-12	Near Proficient Speakers of English Scoring Between the 23rd and 40th Percentile in Grades 2-12	Students Without Previous Schooling
Language Arts *(daily)*	ESL for 90 minutes daily	ESL for 90 minutes daily	ESL for 45 minutes daily	ESL for 120 minutes daily*
Mathematics *(daily)*	ESL methods for 300 minutes weekly		ESL Methods Optional	ESL methods for 300 minutes weekly
Science *(weekly)*	ESL methods for 225 minutes weekly per semester	ESL methods for 225 minutes weekly per semester		ESL methods for 225 minutes weekly per semester
Social Studies *(weekly)*	ESL methods for 225 minutes weekly per semester	ESL methods for 225 minutes weekly per semester		ESL methods for 225 minutes weekly per semester
Health *(weekly)*	ESL methods for 60 minutes weekly per semester	ESL Methods Optional		ESL methods for 60 minutes weekly per semester
Fine Arts *weekly)*	ESL methods for 112 minutes weekly			ESL methods for 112 minutes weekly
Physical Education *(weekly)*	ESL methods for 112 minutes weekly			ESL methods for 112 minutes weekly

*Primary language is the language indicated in the student's home language survey (Spanish, Vietnamese, etc.).

VII

Initial Instructional Placement In Seventh And Eighth Grade ESL Programs

The following chart provides guidelines for ESL programs in the seventh and eighth grades. This ESL program integrates curriculum requirements for the well-balanced secondary program described in 19 TAC §75.142(a)(b) with ESL language use guidelines. English language arts and reading improvement classes for LEP students should be modified through the use of ESL methods. Essential elements for other required courses are included in this chart.

As resources allow, districts may provide primary language instruction to LEP students in ESL programs in order to provide meaningful instruction throughout the day.

English As A Second Language Program For Seventh And Eighth Grade LEP Students
(Upon Initial Placement)

Required Chapter 75 Curriculum Allocation	Unit Requirements*	Guidelines for Language Usage			
		ESL 1	ESL 2	ESL 3	ESL 4
		Beginner in English: Monolingual Speakers of Primary Language**	Intermediate: Some Oral English Scoring Below the 23rd Percentile in Grades 2-12	Near Proficient Speakers of English Scoring Between the 23rd and 40th Percentile in Grades 2-12	Students Without Previous Schooling
Language Arts	2 Units through ESL	45 minutes daily of ESL instruction for four semesters or until exited.	45 minutes daily of ESL instruction for four semesters or until exited.	45 minutes daily of ESL instruction for four semesters or until exited.	45 minutes daily of ESL instruction for four semesters or until exited.
Reading Improvement	0, 1, 2 Units	45 minutes daily of ESL instruction for four semesters or until exited.	45 minutes daily of ESL instruction for four semesters or until exited.	45 minutes daily of ESL instruction for four semesters or until exited.	45 minutes daily of ESL instruction for four semesters or until exited.
Mathematics	2 Units	ESL methods (2 Units)	ESL Methods Optional	ESL Methods Optional	ESL methods) (2 Units)
Life Science	1 Unit	ESL methods (1 Unit)			ESL methods (1 Unit)
Earth Science	1 Unit	ESL methods (1 Unit)			ESL methods (1 Unit)
Health	½ Unit	ESL methods (½ Unit)			ESL methods (½ Unit)
Physical Education	1 Unit				
Texas History/ Geography (Gr. 7)	1 Unit	ESL methods (1 Unit)			ESL methods (1 Unit)
U.S. History/ Citizenship (Gr. 8)	1 Unit	ESL methods (1 Unit)			ESL methods (1 Unit)
Computer Literacy	0 or ½ Units				

*Students will take a minimum of 12 units during grades seven and eight. A unit requires a minimum of 45 minutes of academically engaged time per day per course during a 175 day school year. A one-half unit is defined as a one semester course for 45 minutes daily. LEP students may select elective units if extended day, summer school, or early exiting make these available.

**Primary language is the language indicated in the student's home language survey (Spanish, Vietnamese, etc.).

VIII

Initial Instructional Placement In Ninth, Tenth, Eleventh, and Twelfth Grade ESL Programs

At the secondary level, most of the curriculum is dependent upon reading skills in English. In order for students to have access to the curriculum, they must be able to read in English. The reading process for students begins with a foundation in listening and speaking the language. For secondary LEP students, the primary objective, then, is to provide for language learning as quickly as possible before requiring the student to use the English language in its written form. The single guideline for LEP students is to ensure that they be provided ample opportunities for language learning. It is further recommended that the course selection for these students center on processes that employ auditory and visual modes of learning rather than courses that are highly dependent upon the reading process.

The following charts provide examples for ESL programs in Grades nine through twelve. These charts cross-reference graduation requirements in 19 TAC §75.151-2 and the Description of a Well-Balanced Secondary Curriculum in 19 TAC §75.142(c) for the *State of Texas High School Programs*. In addition, the charts incorporate required courses and electives for each of the four high school years for language category students ESL1, ESL2, ESL3, and ESL4. A total of 21 instructional units are required for graduation. LEP students, who enter high school after the freshman year, may attend summer school or take extra courses during the year to complete these requirements.

In addition, some LEP students may wish to obtain credit for the *State of Texas Advanced High School Program* in accordance with 19 TAC §75.152 which requires 22 units for graduation. These credit requirements must include those described in 19 TAC §75.152(b).

English—4 units
Science—3 units
Social Studies—2 units
Computer Science—1 units
Health—½ unit
Electives—3 units

Mathematics—3 units:
(Algebra I,II, and Geometry)
Other languages—2 units
Economics—1/2 unit
Physical Education—1 unit
Fine Arts—1 unit

Students may wish to complete the *State of Texas Advanced High School Honors Program* described in 19 TAC §75.152. For Advanced High School Honors Programs, the same required courses for the Advanced High School Program are accelerated and provide a greater depth and wider range of subject matter than the regular courses.

Courses of study for LEP students at the high school level may be adapted for graduation under:

Option 1: The *State of Texas High School Program*: 21 units;

Option 2: *The State of Texas Advanced High School Program*: 22 units, adding 1 science, 2 other languages, 1 computer science, and 1 fine arts; units to requirements for Option 1; or

Option 3: The *State of Texas Advanced High School Honors Program*: 22 units, as in Option 2 with accelerated range and depth in course credit.

Additional ESL and/or primary language instruction may be provided as resources allow in order to provide meaningful instruction throughout the day for LEP students at the secondary level.

High School counselors or other responsible professionals should monitor the academic progress of LEP students throughout the year and provide tutoring to students having difficulty with any course. Scheduling should be such that no more than two courses requiring extensive reading comprehension and increased homework such as science and social studies are scheduled for the same semester.

Schedules for a student's initial year in the program should concentrate on language development through ESL, Correlated Language Arts, and other English electives.

Instruction in ESL and English should be appropriate to individual student needs. For example, some students may need a sequence of ESLI, ESLII, English I/CLAI, and English II/CLAII. Others may be ready for enrollment into ESLI, ESLII, and then English III and English IV. Districts having questions concerning individual students with unusual backgrounds or capabilities may write or call the Agency for assistance in designing high school programs of study.

9th
10th
11th
12th

ESL
1

English As A Second Language Programs For Ninth, Tenth, Eleventh, and Twelfth Grade LEP Students (Beginning Speakers of English And Monolingual Speakers Of The Primary Language)

Chapter 75 Curriculum		Semesters							
		Ninth		Tenth		Eleventh		Twelfth	
Required Courses*	Electives Courses	1	2	3	4	5	6	7	8
ESL I (½-1)		½	½						
ESL II (½-1)				½	½				
	ESL III (State)**			½	½				
	Other ESL (Local)**	½	½						
English I/CLA (1)**						½	½		
English II/CLA (1)								½	½
English III/CLA (1)									
English IV/CLA (1)									
	Speech				½				
	Reading, Writing or Other English			½					
Mathematics 1 (1)		½	½						
Mathematics 2 (1)						½	½		
Mathematics 3 (1)								½	½
Science 1 (1)						½	½		
Science 2 (1)								½	½
World History (1)				½	½				
U.S. History (1)						½	½		
U.S. Government (½)								½	
Economics (½)									½
Physical Education (1½)		½	½			½			
Health (½)							½		
Electives (7)									
	Fine Arts			½	½				
	Business Education								
	Vocational Education	½	½						
	Foreign Language	½	½	½	½				
	Other Electives:							½	½

*Units shown in ( ); 21 units are required for graduation. 1 unit = one 55 minute period per day for 2 semesters, or 160 clock hours of instruction. ½ unit = one 55 minute period per day for 1 semester, or 80 clock hours of instruction.

**English must equal 4 units. (2 units may be ESL and the remaining 2 units may be from a Correlated Language Arts or English course. Additional ESL may be offered for elective credit. For example, an ESL III course will be offered as a state elective and subsequent ESL courses will be offered as a local elective credit. Only state electives count toward meeting graduation requirements.)

9th
10th
11th
12th

ESL
2

English As A Second Language Programs For Ninth, Tenth, Eleventh, and Twelfth Grade LEP Students (Intermediate Speakers of English Scoring Below The 23rd Percentile)

Chapter 75 Curriculum		Semesters							
		Ninth		Tenth		Eleventh		Twelfth	
Required Courses*	**Electives Courses**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
ESL I (½-1)									
ESL II (½-1)		½	½						
	ESL III (State)**			½	½				
	Other ESL (Local)**								
English I/CLA (1)**						½	½		
English II/CLA (1)								½	½
English III/CLA (1)									
English IV/CLA (1)									
	Reading, Writing or Other English			½	½				
Mathematics 1 (1)		½	½						
Mathematics 2 (1)						½	½		
Mathematics 3 (1)								½	½
Science 1 (1)						½	½		
Science 2 (1)								½	½
World History (1)				½	½				
U.S. History (1)						½	½		
U.S. Government (½)								½	
Economics (½)									½
Physical Education (1½)		½	½			½			
Health (½)							½		
Electives (7)									
	Fine Arts		½		½				
	Business Education								
	Vocational Education	½	½						
	Foreign Language	½	½	½	½				
	Other Electives:			½	½			½	½

*Units shown in ( ); 21 units are the minimum required for graduation. 1 unit = one 55 minute period per day for 2 semesters, or 160 clock hours of instruction. ½ unit = one 55 minute period per day for 1 semester, or 80 clock hours of instruction.

**English must equal 4 units. (2 units may be ESL and the remaining 2 units may be from a Correlated Language Arts or English course. Additional ESL may be offered for elective credit. For example, an ESL III course will be offered as a state elective and subsequent ESL courses will be offered as a local elective credit. Only state electives count toward meeting graduation requirements.)

9th
10th
11th
12th

English As A Second Language Programs For Ninth, Tenth, Eleventh, and Twelfth Grade LEP Students (Near Proficient English Speakers Scoring Between The 23rd And 40th Percentile)

Chapter 75 Curriculum		Semesters							
		Ninth		Tenth		Eleventh		Twelfth	
Required Courses*	**Electives Courses**	1	2	3	4	5	6	7	8
ESL I (½-1)									
ESL II (½-1)									
	ESL III (State)**	½	½						
	Other ESL (Local)**								
English I/CLA (1)**				½	½				
English II/CLA (1)						½	½		
English III/CLA (1)								½	½
English IV/CLA (1)									
	Reading, Writing or Other English	½	½	½	½				
Mathematics 1 (1)		½	½						
Mathematics 2 (1)				½	½				
Mathematics 3 (1)						½	½		
Science 1 (1)						½	½		
Science 2 (1)								½	½
World History (1)				½	½				
U.S. History (1)						½	½		
U.S. Government (½)								½	
Economics (½)									½
Physical Education (1½)		½	½	½					
Health (½)					½				
Electives (7)									
	Fine Arts							½	½
	Business Education								
	Vocational Education	½	½						
	Foreign Language								
	Other Electives:	½	½	½	½	½	½	½	½

*Units shown in ( ); 21 units are required for graduation. 1 unit = one 55 minute period per day for 2 semesters, or 160 clock hours of instruction. ½ unit = one 55 minute period per day for 1 semester, or 80 clock hours of instruction.

**English must equal 4 units. (2 units may be ESL and the remaining 2 units may be from a Correlated Language Arts or English course. Additional ESL may be offered for elective credit. For example, an ESL III course will be offered as a state elective and subsequent ESL courses will be offered as a local elective credit. Only state electives count toward meeting graduation requirements.)

9th
10th
11th
12th

ESL
4

English As A Second Language Programs For Ninth, Tenth, Eleventh, and Twelfth Grade LEP Students Without Previous Schooling

Chapter 75 Curriculum		Semesters							
		Ninth		Tenth		Eleventh		Twelfth	
Required Courses*	**Electives Courses**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
ESL I (½-1)		½	½						
ESL II (½-1)				½	½				
	ESL III (State)**			½	½				
	Other ESL (Local)**	½	½						
English I/CLA (1)**						½	½		
English II/CLA (1)								½	½
English III/CLA (1)									
English IV/CLA (1)									
	Speech								
	Reading, Writing or Other English					½	½		
Mathematics 1 (1)		½	½						
Mathematics 2 (1)						½	½		
Mathematics 3 (1)								½	½
Science 1 (1)						½	½		
Science 2 (1)								½	½
World History (1)				½	½				
U.S. History (1)						½	½		
U.S. Government (½)								½	
Economics (½)									½
Physical Education (1½)		½	½						½
Health (½)				½					
Electives (7)									
	Fine Arts			½	½				
	Business Education								
	Vocational Education	½	½						
	Foreign Language	½	½	½	½				
	Other Electives:				½			½	

*Units shown in ( ); 21 units are required for graduation. 1 unit = one 55 minute period per day for 2 semesters, or 160 clock hours of instruction. ½ unit = one 55 minute period per day for 1 semester, or 80 clock hours of instruction.

**English must equal 4 units. (2 units may be ESL and the reamining 2 units may be from a Correlated Language Arts or English course. Additional ESL may be offered for elective credit. For example, an ESL III course will be offered as a state elective and subsequent ESL courses will be offered as a local elective credit. Only state electives count toward meeting graduation requirements.)

APPENDIX E

SAMPLE TRANSLATED FORMS

TITLE OF FORM	FORM NUMBER
Home Language Survey Form	1
Student Registration Record	2
Statement of Guardianship for Alien & Resident Refugee Student	3
Interim Report	4
Behavior Report	5
Detention Notice	6
Notification of Suspension	7
Notification of Recommended Suspension for the Remainder of the Year	8
Attendance Letter #1	9
Attendance Letter #2	10
Attendance Letter #3	11
Release of Information Form	12
Field Trip Permission Form	13
Field Trip Form	14
Permission for Out-of-Town Trip Form	15
Policy Regarding Lost or Damaged Textbooks and Libary Books	16
Request for Change in Placement	17
Program Placement Letter A	18
Program Placement Letter B	19
Program Placement Letter C	20
Refusal Letter	21
Exit Letter	22

HOME LANGUAGE SURVEY

School:

Student's name:

Grade:

First language learned by student:

Language used most often at home:

Language student uses most often with other students:

Parent's name – Father:

Mother:

Legal guardian:
(If other than above)

Parent's signature:

Address:

Telephone:

Home language:

ĐIỀU NGHIÊN NGÔN NGỮ CỘNG ĐỒN

Trường:

Họ và tên học sinh:

Lớp:

Ngôn ngữ đầu tiên học sinh học:

Ngôn ngữ được xử dụng tại gia:

Ngôn ngữ mà học sinh thường xử dụng với những học sinh khác:

Tên phụ huynh – Cha:

Mẹ:

Người bảo trợ:
(Nếu không có cha mẹ)

Chữ ký của phụ huynh:

Địa chỉ:

Điện thoại:

Ngôn ngữ tại gia:

ENCUESTA DEL IDIOMA EN EL HOGAR

Escuela:

Nombre del alumno:

Grado:

Primer idioma aprendido por el alumno:

Idioma usado más a menudo en el hogar:

Idioma usado más frecuentemente por el alumno con los otros alumnos:

Nombre del – Padre:

Madre:

Acudiente:
(Si es alguien diferente a los padre's)

Firma de los padres:

Dirección:

Teléfono:

Idioma del hogar:

ENQUÊTE SUR LA LANGUE PARLÉE À LA MAISON

Nom de l'école:

Nom de l'élève:

Grade:

Première langue apprise par l' élève:

La langue parlée le plus fréquemment à la maison:

Langue le plus souvent parlée par l' élève avec les autres élèves:

Nom des parents – Père:

Mère:

Gardien légal:
(Si l'enfant n'habite pas avec le père ou la mère)

Signature du parent:

L'adresse:

Numéro de téléphone:

Quelle langue parle-t-on à la maison:

HOME LANGUAGE SURVEY FORM

#1

FOR SCHOOL USE ONLY
CHỈ DÀNH CHO NHÀ TRƯỜNG XỬ DỤNG
POUR L'USAGE DE L'ECOLE SEULEMENT
UNICAMENTE PARA USO DE LA ESCUELA

TEACHER ASSESSMENT

	Homeroom Teacher	Teacher Assistant or Associate (if applicable)
Name:		
Student number:		
Specify race/ethnicity: . . . . – American Indian – Asian – Hispanic – Black – White – Vietnamese		
Teacher fluency in language of this student . . . . (other than English)	☐ None ☐ Poor ☐ Good ☐ Excellent	☐ None ☐ Poor ☐ Good ☐ Excellent
What language does this student use with other students on the playground, in the cafeteria or other social or informal (non-classroom) situations within the school setting?		
Signatures:	Homeroom Teacher	Teacher Assistant or Associate

#2

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

STUDENT REGISTRATION RECORD

DATE _______________

A. NAME _______________ (LAST) (FIRST) (MIDDLE) GRADE _______________

ADDRESS _______________ (NO.) (STREET) (CITY) (STATE) (ZIP)

DISTRICT SCHOOL _______________ ASSIGNED SCHOOL _______________

LAST SCHOOL ATTENDED _______________ TEL: (home) _______________

(work) _______________

DATE OF BIRTH _______________ AGE _______ SEX: ☐ Male ☐ Female (emergency) _______________

ETHNIC GROUP: ☐ Anglo (White) ☐ Black ☐ Hispanic ☐ Asian/Name of Country _______________ ☐ Other _______________

U. S. Entry Date: _______________ Alien ID#: _______________ Birth Certificate#: _______________

LANGUAGE SPOKEN. At home _______________ At school _______________

TRANSPORTATION: Bus# _______ Bus Driver's Name _______________ Tel# _______________

B. LEGAL GUARDIAN: ☐ Father ☐ Mother ☐ Other _______________ (Relationship)

FATHER'S NAME _______________ (LAST) (FIRST) (MIDDLE)

OCCUPATION: _______________

ADDRESS _______________ (NO) (STREET) (CITY) (STATE) (ZIP)

MOTHER'S NAME: _______________ (LAST) (FIRST) (MIDDLE)

OCCUPATION: _______________

ADDRESS _______________ (NO) (STREET) (CITY) (STATE) (ZIP)

(FOR OFFICE USE ONLY)

C. ASSESSMENT CATEGORY

		ENGLISH	NATIVE LANGUAGE
CATEGORY I.	Minimal or no production of language	☐	☐
CATEGORY II.	Fragmented production of language	☐	☐
CATEGORY III.	Labored production of language	☐	☐
CATEGORY IV.	Near perfect production of language	☐	☐
CATEGORY V.	Fluent and articulate in speaking	☐	☐

D. PLACEMENT

T.B.E. ☐

E.S.L. ☐

Regular ☐

LAS TEST SCORE:

ENGLISH _______________ NATIVE LANGUAGE _______________

For Middle, Junior and Senior High School ESL: _______________ (HRS) (6-12)

#3

STATEMENT OF GUARDIANSHIP FOR ALIEN RESIDENT AND REFUGEE STUDENTS

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

STATEMENT OF RESPONSIBILITY

Since the parents of ____
(student's name)

are not presently residing in the United States,

I, ____, in their absence,
(name and relationship)

assume all responsibilities of guardianship (legal, physical, financial, disciplinary, educational) for the well-being of the above named student.

____
(signature of guardian)

____
(date)

____
(local address)

Proof of residence verified YES______ NO______

Witnessed by: ____
(signature and position)

____
(date)

Falsifying any of the above information will result in the student's suspension and/or his/her immediate removal from school.

DECLARACION DE TUTELA PARA ESTUDIANTES EXTRANJEROS RESIDENTES Y REFUGIADOS

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

DECLARACION DE RESPONSABILIDAD

En vista de que los padres de ______________________________
(nombre del estudiante)

no estan actualmente residiendo en los Estados Unidos,

Yo, ______________________________, en su ausencia,
(Nombre y Parentezco)

asumo toda responsabilidad de tutela (legal, fisica, financiera, disciplinaria, educacional) para el bienestar del estudiante arriba mencionado.

____
(Firma del encargado)

____
(Fecha)

____
(Direccion local)

Prueba de residencia verificada SI_____ NO_____

Atestiguado por______________________________
(Firma y Posicion)

____
(Fecha)

Falsificar cualquiera de la informacion arriba mencionada, resultara en la suspension del estudiante y/o su inmediata expulsion de la escuela.

#3

STATEMENT OF GUARDIANSHIP FOR ALIEN RESIDENT AND REFUGEE STUDENTS

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

CHỨNG THƯ QUYỀN GIÁM HỘ CHO HỌC SINH TY NẠN VÀ NGOẠI QUỐC

Vì phụ huynh của em ______________________________
(tên học sinh)

không cư ngụ hiện tại ở Hoa Kỳ.

Tôi, ______________________________, vì sự vắng mặt của cha mẹ
(tên và liên hệ)

em có tên nêu trên, chịu trách nhiệm về quyền giám hộ (luật pháp, thể lý, tài chánh, kỷ luật, giáo dục.)

____
(chữ ký của người giám hộ)

____
(ngày)

____
(địa chỉ hiện tại)

Giấy chứng minh nơi cư trú CÓ_____ KHÔNG _____

Nhân chứng: ______________________________
(ký tên và chức vụ)

____
(ngày)

Trường hợp tin tức trên bị khai man hoặc giả tạo, các em sẽ bị đuổi học và rời khỏi trường tức khắc.

INTERIM REPORT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

NAME ______________________ SCHOOL ______________________ DATE ______________

DEAR PARENT:

We feel that you as an interested parent would want to know about your child's progress in ______________________ (subject) for the ____________ marking period.

- ☐ I. Student is doing excellent work.
- ☐ II. Student is doing very good work.
- ☐ III. Student is doing satisfactory work.
- ☐ IV. Student's work needs improvement.
- ☐ V. Student's work is not meeting minimum requirements.
- ☐ VI. Student is in danger of failing this grade for the year. (This statement will be checked at the end of the 3rd marking period, if applicable.)

- ☐ a. Student's work is improving.
- ☐ b. Absences are affecting school work.
- ☐ c. Incomplete classwork.
- ☐ d. Books and materials are not brought to class.
- ☐ e. Homework is not brought to class.
- ☐ f. Classroom behavior is affecting school work.
- ☐ g. Directions are not followed.
- ☐ h. Needs to be more attentive.
- ☐ i. Study habits need improving.
- ☐ j. Needs to put forth more effort.
- ☐ k. Capable of better work.
- ☐ l. Please contact teacher.

____

____

____
Teacher's Signature

- -

(Detach and Return to School)

____
Name of Teacher

I have received the Interim Report in ______________________ (subject) for the __________ marking period, and I will call the school to schedule a conference. I understand that in order to work towards resolving the problems indicated, I should schedule this conference with the teacher as soon as possible.

______________________ ______________ ______________________
Child's Name Date Parent's Signature

Interim Report

Sistema Escolar Público de la Parroquia de Jefferson

Reporte Intermedio

Nombre______________________________ Escuela____________________________ Fecha______________

Estimados Padres:

Nosotros sabemos que usted como padre de familia, está interesado en saber el progreso de su hijo(a) en ____________________(Materias) para el ____________________ período de calificaciones.

I. El alumno está haciendo un excelente trabajo.
II. El alumno está haciendo un buen trabajo.
III. El alumno está haciendo un trabajo satisfactorio.
IV. El trabajo del alumno necesita ser mejorado.
V. El trabajo del alumno no satisface los mínimos requerimientos.
VI. El alumno está en peligro de perder el año escolar.
(Este punto (VI) será chequeado al final del tercer período escolar, si fuera necesario.)

a. El trabajo del alumno está mejorando.
b. La falta de asistencia está afectando el trabajo escolar.
c. Trabajos escolares incompletos.
d. Los libros y materiales no son traídos a la clase por el alumno.
e. Las tareas asignadas no son presentadas por el alumno.
f. La conducta del alumno está afectando el trabajo escolar.
g. No sigue direcciones.
h. Necesita poner más atención.
i. Los hábitos de estudio necesitan ser mejorados.
j. El alumno necesita poner más esfuerzo en su trabajo.
k. El alumno está capacitado para hacer un mejor trabajo.
l. Por favor haga una cita con la maestra.

____

____

____
Firma de la Maestra(o)

- -

(Recorte y envié de regreso esta parte)

____
Nombre de la Maestra

He recibido el Reporte Intermedio en ____________________(Materia) para el ____________________ período de calificaciones, y llamaré a la escuela para fijar una conferencia con la maestra. Comprendo que para resolver el problema mencionado, yo debo tener una conferencia con la maestra tan pronto como me sea posible.

____________________	________________	____________________
Nombre del Niño(a)	Fecha	Firma del Padre

#4

Interim Report

KHU HỌC-CHÁNH QUẬN JEFFERSON - GIẤY THÔNG-BÁO HỌC-LỰC KÉM

TÊN HỌC-SINH ____________________ TRƯỜNG ____________ NGÀY ________

Thưa quí phụ-huynh:

Chúng tôi thiết-nghĩ quí phụ-huynh cần biết rõ trình-độ học-lực của con em về môn ________________ trong kỳ tính điểm __________.

☐ I. Học-sinh xuất sắc.
☐ II. Học-sinh giỏi.
☐ III. Học-sinh khá.
☐ IV. Học-sinh cần cố-gắng hơn.
☐ V. Học-sinh chưa đạt đến trình-độ tối-thiểu.
☐ VI. Học-sinh có thể bị rớt trong niên-khóa này.
(Nếu xét cần, trường hợp này có thể tái cứu xét vào kỳ cho điểm thứ ba.)

☐ a. Em học tiến-bộ hơn.
☐ b. Vắng mặt có ảnh-hưởng đến việc học.
☐ c. Không làm xong bài trong lớp.
☐ d. Không mang sách vở và học-liệu vào lớp.
☐ e. Không đem bài làm ở nhà vô lớp.
☐ f. Hạnh-kiểm có ảnh-hưởng đến việc học.
☐ g. Không vâng theo lời chỉ-dẫn.
☐ h. Cần chăm chỉ hơn.
☐ i. Cần cải tiến lối học.
☐ j. Cần cố gắng nhiều hơn.

☐ k. Có khả-năng học khá hơn.
☐ l. Xin gặp giáo chức.

____

____

____
Chữ ký giáo chức

- -

(Xin cắt phần này ra và gởi đến trường)

____
Tên giáo-chức

Tôi đã nhận được tờ thông báo học-lực kém về môn ________ cho kỳ tính điểm ________________ và tôi sẽ gọi đến trường để xin một phiên họp. Tôi biết rằng muốn cho vấn-đề vừa nêu được giải-quyết, tôi cần phải xin gặp giáo chức càng sớm càng tốt.

______________________ Tên học-sinh
__________ ngày
______________________ Chữ ký của phụ-huynh

Behavior Report -- Jefferson Parish Public School System

SCHOOL	TELEPHONE NUMBER	HOMEROOM NUMBER	DATE

Dear Parent / Guardian:

Realizing that you are interested in your child, we are taking this opportunity to inform you of ______________________ (name of student) misbehavior and misconduct at school. We have cautioned all students concerning their behavior. Together as teachers and parents we feel we can correct this misbehavior.

☐ PLEASE TALK TO YOUR CHILD ABOUT THE MATTER INDICATED BELOW

☐ PLEASE CALL THE SCHOOL TO ARRANGE FOR A CONFERENCE

He / she has:

_____ Disrupted classroom activities
_____ Been disrespectful
_____ Been fighting
_____ Disobeyed school rules
_____ Refused to follow instructions
_____ Used improper language

Also:

_____ Tardiness to class
_____ Excessive tardiness to school
_____ Inadequate preparation
_____ Corporal punishment administered
_____ Other ______________________

____

Sincerely,

____
Teacher's Signature

Parental comments: ______________________

____

____

(Please sign and return Principal's copy).

____
Student's Signature

____
Parent / Guardian Signature

P. S. 9

#5

COPIES SENT TO: WHITE / PARENT CANARY / PRINCIPAL PINK / TEACHER

#5

BEHAVIOR REPORT - JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

REPORTE DE COMPORTAMIENTO - SISTEMA DE ESCUELAS PUBLICAS DE LA PARROQUIA DE JEFFERSON

Escuela	Número de Teléfono	No. del Aula	Fecha

Estimado Padre/Tutor:

Comprendiendo que usted está interesado en su hijo(a), aprovechamos esta oportunidad para informarle que ______________________________
Nombre del Estudiante
ha estado comportándose incorrectamente en la escuela. Nosotros hemos advertido a todos los estudiantes acerca del comportamiento que se considera inadecuado en la escuela. Conjuntamente como profesores y padres pensamos que podemos corregir este problema de conducta.

☐ Por favor hable con su hijo(a) acerca del asunto que se indica abajo.

☐ Por favor llame a la escuela para pedir una conferencia.

El/Ella
- ____ Interrumpio las actividades de la clase.
- ____ Ha sido irrespetuoso.
- ____ Ha estado en peleas.
- ____ Ha desobedecido las reglas de la escuela.
- ____ Se niega a seguir direcciones.
- ____ Ha usado lenguaje inapropiado.

También:
- ____ Ha llegado tarde a clases.
- ____ Excesivas tardanzas en la escuela.
- ____ No está preparado adecuadamente.
- ____ Se le administró castigo corporal.
- ____ Otros ______________________
  ____

Sinceramente,

____
Firma del Profesor(a)

Comentarios de los padres: ______________________________
____
____
(Por favor firme y envíe la copia de regreso al Director.)

______________________ Firma del Estudiante

______________________ Firma del Padre o Tutor

F.O. 2
Revisada 1980-81

Copias enviadas a: Blanco/Padre Amarilla/Director Rosada/Profesor Dorada/Copia Extra

BEHAVIOR REPORT - JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
BÁO CÁO HẠNH KIỂM - HỆ THỐNG TRƯỜNG CÔNG LẬP KHU VỰC JEFFERSON

______________	______________	______________	______________
TRƯỜNG	SỐ ĐIỆN THOẠI	SỐ PHÒNG HỌC	NGÀY

Kính gởi Phụ huynh/Giám hộ:

Trần trọng thông báo em ______________________ (Tên học sinh) đã có hạnh kiểm xấu tại trường. Các em đã được thông báo phải lưu tâm đến hạnh kiểm của mình. Trên phương diện giáo sư và phụ huynh, chúng ta nhận thấy rằng hạnh kiểm xấu này có thể sửa chữa được.

☐ VUI LÒNG NÓI CHUYỆN VỚI CON EM VỀ VẤN ĐỀ DƯỚI ĐÂY.

☐ VUI LÒNG GỌI TRƯỜNG HỌC ĐỂ SẮP XẾP MỘT PHIÊN HỌP.

Học sinh đã:

_____ Làm gián đoạn sinh hoạt trong lớp học.
_____ Vô lễ
_____ Đánh nhau
_____ Bất tuân kỷ luật
_____ Không nghe thầy/cô
_____ Dùng ngôn ngữ thô tục

Ngoài ra học sinh còn

_____ Đến lớp trễ
_____ Đi học trễ nhiều ngày
_____ Không chuẩn bị đàng hoàng
_____ Đã bị đánh bằng roi
_____ Các việc khác ______________________
____

Kính thư,

____
Chữ ký của giáo sư

Đề nghị của phụ huynh: ____
____
____

(Xin vui lòng ký tên và hoàn lại bản sao của hiệu trưởng).

______________________	______________________
Học sinh ký tên	Phụ huynh/Giám hộ ký tên

#6

DETENTION NOTICE

________________________ SCHOOL　________________ TELEPHONE NUMBER　______________ DATE

Dear Parent/Guardian:

Detention is a tool used in discipline in lieu of suspension from school. It is a means used to allow the student to remain in school and yet make him aware that his actions are not acceptable.

Please be advised that your son/daughter ________________________________ (name) has been given a detention period from ________ o'clock to ________ o'clock for the afternoon(s) of: ________________________________.

THIS DETENTION WAS NECESSARY FOR THE FOLLOWING REASONS:

____

____

____

____

Please arrange for the appropriate transportation from school on the date(s) and dismissal time listed above.

Sincerely,

________________________ Teacher

________________________ Principal
Assistant Principal
Disciplinarian

Please check below what arrangements you have made for your son/daughter to arrive home:

_____ He/she may walk home at the dismissal time designated above.

_____ I will pick him/her up after the detention at the dismissal time designated.

_____ I will arrange for a taxi to pick up my child after the detention at the dismissal time designated.

_____ I will send __________________ (name) to pick up my son/daughter at the designated dismissal time.

_____ My child will be unable to attend the detention because ____.

IF MY CHILD CANNOT SERVE DETENTION AS A DISCIPLINARY MEASURE, I UNDERSTAND THAT HE/SHE WILL BE SUBJECT TO SUSPENSION.

(Please sign and return Principal's copy.)

________________________ Student's Signature

________________________ Parent/Guardian Signature

*** SCHOOL USE ONLY **

COPIES SENT TO:
WHITE / PARENT
CANARY / PRINCIPAL

________________ DETENTION SERVED

P. S. 10

121

DETENTION NOTICE

#6

NOTA DE DETENCION

Escuela ______ Número de Teléfono ______ Fecha ______

Estimado Padre/Tutor:

La detención es un instrumento de disciplina usado en la escuela en lugar de la suspensión. Es una manera de permitir al estudiante permanecer en la escuela y a la vez hacerle entender que sus acciones no son aceptables.

Por favor quede informado que su hijo(a) ______ (Nombre) ha recibido un período de detención de las ______ en punto a las ______ en punto en la(s) tarde(s) de la(s) fecha(s) ______.

ESTA DETENCION FUE NECESARIA POR LAS SIGUIENTES RAZONES:

______

______

______

______

Por favor haga los arreglos necesarios para el transporte apropiado de la escuela en la(s) fecha(s) y hora indicadas arriba.

Sinceramente,

______ Profesor(a)

______ Director Asistente del Director Disciplinario

Por favor marque debajo el tipo de transporte que usted va a proporcionarle a su hijo(a) para regresar a la casa en la hora indicada:

- ____ El/Ella puede regresar a la casa caminando a la hora indicada.
- ____ Yo recogeré a mi hijo(a) después de la detención a la hora indicada.
- ____ Yo proveeré un carro alquilado (taxi) para recoger a mi hijo(a) después de la dentención a la hora indicada.
- ____ Yo enviaré ______ (Nombre) a recoger a mi hijo(a) a la hora indicada.
- ____ Mi hijo(a) no podrá quedarse en detención porque ______

______

Si mi hijo(a) no puede quedarse después del colegio en detención como medida disciplinaria, yo entiendo que él/ella podrá ser suspendido del colegio. (Por favor firme y devuelva la copia del Director(a).)

______ Firma del Alumno

______ Firma del Padre o Tutor

F.O. 3
Revisada 1977-78

PARA USO DEL COLEGIO SOLAMENTE

______ La detención fué cumplida.

LETTER #3 ☐ ½ UNIT (Semester Courses) ☐ 1 UNIT (Full Year Courses)

#11

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

CERTIFIED MAIL
RETURN RECEIPT REQUESTED

DATE ______

TO: ______ (PARENT GUARDIAN)

FROM ______ (PRINCIPAL)

RE ______ (STUDENT) & ______ (SCHOOL)

This is to advise you that your son/daughter ______ (NAME OF STUDENT) has now exceeded the ______ (NO. OF DAYS) allowable unexcused days of absences as stated by the Louisiana State Board of Elementary and Secondary Education regulation. Your son/daughter has ______ (NO. OF DAYS) unexcused absences as of this date ______ (DATE). Due to your son/daughter exceeding the allowable days of absence, state regulation requires that he/she be given failing grades for this (______ Semester), or (______ School Year).

16 If you feel that there were extenuating circumstances which explain and justify these absences, please contact the school at ______ (SCHOOL PHONE) within five (5) days of the receipt of this letter to request an informal conference/hearing to explain these circumstances. Please bring all documentation which will verify any and all extenuating circumstances.

Should you disagree with the school's decision at this informal conference/hearing you have the right to appeal the decision within five (5) school days of receiving that decision to the Supervisor of Child Welfare and Attendance by contacting the Student Services Department at ______ (PHONE). The Student Services Department will then set up a hearing date, time and place for the formal hearing with the Supervisor of Child Welfare and Attendance. The parent may be represented by counsel of their choice at this hearing. The decision of the Supervisor of Child Welfare and Attendance is **FINAL** and shall be rendered within five (5) school days of the hearing.

Sincerely,

______

S. S. 7 B
Revised – August, 1987

COPIES TO WHITE / STUDENT CANARY / EXTRA COPY (RETAIN AT SCHOOL) PINK / STUDENT FILE

#6

DETENTION NOTICE
THONG BAO CẤM TUC

______________________	______________________	______________________
TRƯỜNG	SỐ ĐIỆN THOẠI	NGÀY

Kính gởi phụ huynh/giám hộ:

Cấm túc là một hình thức kỷ luật dùng thay thế sự đuổi học. Học sinh phải ở lại trường để tự giác về hành động của mình mà nhà trường không chấp nhận.

Xin thông báo con em của quí vị tên ______________________________
bị cấm túc từ ____________ giờ ____________ đến ____________ giờ ngày ____________.

LÝ DO BỊ CẤM TÚC:

____

____

____

____

Xin phụ huynh vui lòng rước con em về nhà sau giờ cấm túc.

______________________________	______________________________
Giáo Sư	Hiệu Trưởng Phó Hiệu Trưởng Giám Thị

Xin đánh dấu một trong các phương tiện ghi dưới đây mà con tôi sẽ đi về nhà:

_____ Sau giờ cấm túc, con tôi sẽ đi bộ về nhà.

_____ Sau giờ cấm túc, tôi sẽ rước con tôi.

_____ Sau giờ cấm túc, tôi sẽ cho xe taxi rước con tôi.

_____ Sau giờ cấm túc, tôi sẽ nhờ ______________________________ (tên) rước con tôi.

_____ Con tôi không thể ở lại cấm túc vì lý do sau đây: ______________________________

____.

NẾU CON TÔI KHÔNG CHỊU PHẠT CẤM TÚC NHƯ MỘT BIỆN PHÁP KỶ LUẬT, TÔI HIỂU RẰNG CON TÔI CÓ THỂ BỊ ĐUỔI HỌC.

Xin ký tên và trả lại một bản sao của Hiệu Trưởng (màu vàng).

______________________________	______________________________
Học sinh ký tên	Phụ huynh/Giám hộ ký tên

NOTIFICATION OF SUSPENSION

#7

______________	______________	______________
SCHOOL	TELEPHONE NUMBER	DATE

Parents' Name and Address:

Student Number ______________

Student's Birthdate ______________

Male ____ Female ____ Grade ____

(Check one)

White ____ Black ____

Hispanic ____ Asian ____

American Indian ____

Dear Mr. and Mrs. ______________

This is to notify you that ______________ has been suspended from ______________ for the following day(s) ______________

In accordance with Statutes 416 and 416.1 of Title 17 of Louisiana Revised Statutes, as amended, this suspension was brought about because of the following offense(s) on ______________ 19 ____

This offense was reported by ______________ You must accompany your child upon his/her return to school.

Name of School Board employee(s)

Attached is a copy of Statutes 416 and 416.1 of Title 17 which will inform you of your legal rights. After having had a conference with the Principal, if you do not feel that this suspension was justified, you may appeal by calling ______________ within five days and asking to speak to the Student Hearing Officer. If you do not request an appeal within the five school day period, this suspension will not be appealed at any future hearing.

REMARKS: ______________

This is your child's ________ suspension. Should it become necessary to suspend your child on four occasions, the fourth suspension shall be for the remainder of the school session in accordance with Louisiana Revised Statutes 416.

I have received a copy of this suspension.

Sincerely,

______________ Student

______________ Parent

____
Principal

COPIES TO

WHITE / STUDENT HEARING OFFICER
CANARY / SCHOOL
PINK / PARENT
GOLD / PARENT BY MAIL

P. S. 17

#7

NOTIFICATION OF SUSPENSION
NOTIFICACION DE SUSPENSION

ESCUELA	TELEFONO	FECHA

NOMBRE Y DIRECCION DE LOS PADRESÑ

Número del Estudiante ____ - ____
Fecha de Nacimiento ____
Masculino ___ Femenino ____ Grado ____

(Marque uno)
Blanco ______ Negro ______
Hispano _____ Asiático ____
Indio Americano _____

Estimados Señores ____

Esta es para notificarles que ____ ha sido suspendido (a) de ____ por los días siguientes ____.

Esta ofensa fue reportada por ____
Nombre del empleado (s) del Sistema

Usted debe acompañar a su hijo (a) al retornar a la escuela. Adjunto se encuentra una copia de los Estatutos 416 y 416.1 del Título 17, la cual le informa sobre sus derechos legales. Si después de haber sostenido una conferencia con el director, usted cree que la suspensión no es justificada, puede presentar una apelación, llamando ____ dentro de los cinco primeros días siguientes y pedir ser comunicado con el Oficial de Audiencias para los Estudiantes (Student Hearing Officer). Si usted no solicita una apelación dentro de los cinco días siguientes de clase, esta suspensión no será apelada en ninguna audiencia futura.

COMENTARIOS ____

Esta es la ____ suspensión de su hijo(a). Si fuera necesario suspenderlo (a) en cuatro ocasiones, la cuarta suspensión será por el resto del año escolar, de acuerdo con los Estatutos Revisados de Louisiana 416.

Sinceramente,

____
Director

He recibido copia de esta suspensión,

____ Estudiante

____ Padre

Copias enviadas a:
Blanca/Oficial de Audiencias Estudiantiles
Verde/Escuela
Amarilla/Padre
Rosada/Padre (por correo)
Oro/Asistente del Superintendente para el campo de operaciones

NOTIFICATION OF SUSPENSION

#7

THÔNG BÁO ĐUỔI HỌC

_______________________ TRƯỜNG

_______________________ ĐIỆN THOẠI

_______________________ NGÀY

Tên phụ huynh và địa chỉ:

Kính gởi Ông Bà: ______________________________

Xin thông báo em ______________________________ bị đuổi học do ______________
Tên học sinh
từ ngày ______________________________.

Theo Điều Khoản 416 và 416.1 của Bộ Luật 17 Tu Chính Louisiana, lệnh đuổi học được thi hành vì học sinh có tên nêu trên đã vi phạm kỷ luật vào ngày ____________ năm ______________.

Việc vi phạm kỷ luật này do ______________________________ báo cáo. Phụ huynh
Tên giáo chức/nhân viên
phải có mặt khi đem con trở lại trường.

Đính kèm bản sao Điều Khoản 416 và 416.1 về dân quyền. Sau khi họp với Hiệu Trưởng, nếu quí vị nhận thấy việc đuổi học này không chính đáng, quí vị có thể gọi ______________________ trong vòng năm (5) ngày, và xin nói chuyện với văn phòng xét xử học sinh (Student Hearing Officer). Nếu trong vòng 5 ngày quí vị không yêu cầu xin xử lại, việc đuổi học này sẽ không được cứu xét về sau.

GHI CHÚ: ____

____

____

____

Đây là lần đuổi học thứ ______. Lần đuổi học thứ tư, các em sẽ bị đuổi học đến cuối năm.

Tôi đã nhận một bản sao của tờ thông báo đuổi học. Kính thư,

______________________________ Học sinh

______________________________ Phụ huynh

____
Hiệu Trưởng

#8

NOTIFICATION OF RECOMMENDED SUSPENSION FOR THE REMAINDER OF THE YEAR

______________________	______________	______________
SCHOOL	TELEPHONE NUMBER	DATE

PARENTS' NAME AND ADDRESS:

Student's Birthdate ______________
Male _____ Female _____ Grade ____

(Check one)

White _____ Black _____
Hispanic _____ Asian _____
American Indian _____

Dear Mr. and Mrs. ______________________:

This is to notify you that ______________________ has been suspended from ______________________ pending a decision from the Field Assistant Superintendent on my recommendation of suspension for the remainder of the year, effective ______________________.

In accordance with Statutes 416 and 416.1 of Title 17 of Louisiana Revised Statutes, as amended, this suspension was brought about because of the following offense(s) on ______________________ 19 _____:

____
____
____
____
____

This offense was reported by ______________________
Name(s) of School Board Employee(s)

Attached is a copy of Statutes 416 and 416.1 of Title 17 which will inform you of your legal rights.

A conference with the principal regarding this suspension has been scheduled for ______________ (DATE) at ______________ (TIME). At this conference information regarding the specific charges will be available. You and your child should both be present. You will also receive correspondence from the Assistant Superintendent of Field Operations regarding a hearing on the recommended suspension.

REMARKS: ____
____
____
____

This is your child's _____ suspension.

Sincerely,

I have received a copy of this recommended suspension.

______________________ Student

______________________ Parent

____
Principal

F.O. 7-A
Revised 1978-79

NOTIFICATION OF RECOMMENDED SUSPENSION FOR THE REMAINDER OF THE YEAR

#8

NOTIFICACION DE RECOMENDACION PARA SUSPENSION POR EL RESTO DEL AÑO

____________________	____________________	____________________
Escuela	Número de Teléfono	Fecha

NOMBRE Y DIRECCION DE LOS PADRES:

Número del Estudiante__________
Fecha de Nacimiento__________
Masculino____**Femenino**____Grado____

(Marque Uno)
Blanco____ Negro____
Hispánico____Asiático____
Indio Americano__________

Estimados Sr. y Sra.____:

La presente es para notificarles que______________________________ ha sido suspendido de ____________________ ____________ pendiente a una decisión del Superintendente Asistente de Campo debido a mi recomendación de suspensión por el resto del año, efectiva______________________________.

De acuerdo con los Estatutos 416 y 416.1 del Título 17 de los Estatutos Revisados de Louisiana enmendados, esta suspensión se recomienda debido a la(s) siguiente(s) ofensa(s) en la fecha ______________, 19__________.

____
____
____
____
____

Esta ofensa fué reportada por ____
Nombre(s) del Empleado(s) de la Junta de Educación

Adjunto encontrará una copia de los Estatutos 416 y 416.1 del Título 17 la cual le informará de sus derechos legales. Una conferencia con el director con relación a esta suspensión ha sido señalada para ____________________
Fecha
a las ________________. Información relacionada con los cargos específicos
Hora
será proporcionada en esta conferencia.

Usted y su hijo(a) deben estar presentes. Usted también recibirá correspondencia del Superintendente Asistente de Campo con relación a una audiencia para la recomendación de suspensión.

Observaciones:____
____
____
____

Esta es la ______suspensión de su hijo(a).

Sinceramente,

He recibido una copia de esta recomendación para suspensión.

____________________Estudiante

____________________Padre

____
Director

F.O. 7-A
Revisada 1978-79

#8

NOTIFICATION OF RECOMMENDED SUSPENSION FOR THE REMAINDER OF THE YEAR

THÔNG BÁO ĐỀ NGHỊ ĐUỔI HỌC SUỐT NĂM

__________________________	______________	______________
TRƯỜNG	SỐ ĐIỆN THOẠI	NGÀY

Tên phụ huynh và địa chỉ:

Kính gởi Ông Bà __________________________:

Trân trọng thông báo em __________________________ bị đuổi học do __________________________ trong khi chờ sự quyết định của Phó Giám Đốc về đề nghị của tôi về việc đuổi học đến cuối năm kể từ ______________________.

Chiếu theo Điều Khoản 416 và 416.1 của Bộ Luật 17 Tu Chính Louisiana, lệnh đuổi học được thi hành vì học sinh có tên nêu trên đã vi phạm kỷ luật vào ngày __________, năm __________. Việc vi phạm kỷ luật này do __________________________ báo cáo.
(Tên giáo sư/nhân viên)

Đính kèm bản sao Điều Khoản 416 và 416.1 về Dân Quyền. Một phiên họp với Hiệu Trưởng về việc đuổi học này được định vào ngày ______________ lúc __________ giờ. Các tin tức sẽ được cung cấp trong phiên họp này. Cả phụ huynh và học sinh phải có mặt. Quí vị phụ huynh sẽ được thông báo một phiên xử liên quan đến việc đề nghị đuổi học từ văn phòng của Phó Giám Đốc Điều Hành (Assistant Superintendent of Field Operations).

GHI CHÚ: ____

____

____

____

Đây là lần đuổi học thứ __________.

Tôi đã nhận một bản sao của tờ đề nghị đuổi học. Kính thư,

__________________________ Học sinh

__________________________ Phụ huynh

____
Hiệu Trưởng

#9

LETTER #1

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

DATE ______________________

TO: ______________________ PARENT/GUARDIAN

FROM: ______________________ PRINCIPAL

RE: ______________________ STUDENT & ______________________ SCHOOL

This is to advise you that your son/daughter named above has missed ________ NO. OF DAYS days of school as of this ______________ DATE. This is one-half of the maximum allowed absences as established by the regulation of the Louisiana State Board of Elementary and Secondary Education for a school semester or school year.

I respectfully urge that you contact the school's attendance office at this number ______________________ SCHOOL PHONE so that we may discuss the problems which may arise if your son/daughter continues to miss school.

Louisiana State Law Act 425 of 1976 requires all children between the ages of seven (7) and sixteen (16) inclusive must attend a day school.

I look forward to hearing from you as soon as possible.

Sincerely,

____

P. S. 6
Revised – August, 1984

COPIES TO: WHITE / STUDENT CANARY / SUPERVISOR OF CHILD WELFARE AND ATTENDANCE PINK / STUDENT FILE

#9

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD • P O BOX 1639
HARVEY, LOUISIANA 70059 1639
(504) 367 3120

DR. RUSSELL J. PROTTI
SUPERINTENDENT

ATTACH TO ATTENDANCE LETTER No.1

FECHA: ____________________

PARA: ____________________________
Padre/Guardián

DE: ____________________________
Director

RE: ____________________________ y ____________________________
Estudiante Escuela

Esta es para informarle que su hijo/hija ha faltado ________ días de clase hasta esta fecha______________________.

Este número de ausencias es la mitad del máximo permitido por las regulaciones del Departamento de Educación del Estado de Louisiana por un semestre ó un año escolar.

Es sumamente importante que usted se comunique con la oficina de asistencia a este número______________________ a fin de que podamos discutir los problemas que se presentarán si su hijo (a) continúa faltando a la escuela.

La ley del estado de Louisiana, Acta 425 del año 1976 requiere que todo niño, entre las edades de 7 años-16 años inclusive, asista a una escuela de día.

Espero se comunique con nosotros lo más pronto posible.

Atentamente,

____

#9

THƠ BÁO SỐ 1

ATTENDANCE LETTER #1
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

NGÀY: ______________________

KÍNH GỞI: ______________________
TÊN PHỤ HUYNH/GIÁM HỘ

NƠI GỞI: ______________________
HIỆU TRƯỞNG

ĐỀ MỤC: v/v ______________________ ______________________
HỌC SINH TRƯỜNG

Trân trọng thông báo, tính đến ngày hôm nay ____________, học sinh có tên nêu trên đã vắng mặt _________ ngày. Số ngày vắng mặt của em đã hơn phân nửa số ngày được cho phép vắng mặt trong khóa học hoặc niên học theo nội quy của Hội Đồng Giáo Dục Tiểu và Trung Học Tiểu Bang Louisiana ấn định.

Xin vui lòng liên lạc tức khắc với nhà trường điện thoại số _____________ để thảo luận về việc vắng mặt của em.

Theo điều khoản 425 năm 1976 của Tiểu Bang Louisiana, học sinh từ 6 đến 17 tuổi bắt buộc phải đi học.

Kính thư,

____

#10

LETTER #2

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

DATE ____________________

TO: ______________________________
PARENT/GUARDIAN

FROM: ______________________________
PRINCIPAL

RE: ______________________________ & ______________________________
STUDENT SCHOOL

This is to advise you that your son/daughter named above has missed ______ (NO. OF DAYS) days of school as of this date ____________ (DATE) which is the maximum allowable days of absence as established by the Louisiana State Board of Elementary and Secondary Education.

If your son/daughter is absent any more, except for extenuating circumstances as outlined in the attendance regulation set forth by the State Board of Elementary and Secondary Education, your son/daughter will be given failing grades for this semester or school year.

I respectfully urge that you contact the school's attendance office at this number ____________________ (SCHOOL PHONE) so that we may discuss this problem.

Your son's/daughter's future is a vital concern to us.

I look forward to hearing from you.

Sincerely,

____

P. S. 7 A
Revised – August, 1984

COPIES TO: **WHITE / STUDENT** **CANARY / SUPERVISOR OF CHILD WELFARE AND ATTENDANCE** **PINK / STUDENT'S FILE**

#10

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD • P. O. BOX 1639
HARVEY, LOUISIANA 70059 1639
(504) 367 3120

DR RUSSELL J. PROTTI
SUPERINTENDENT

ATTACH TO ATTENDANCE LETTER No.2

SISTEMA DE ESCUELAS PUBLICAS DE JEFFERSON PARISH

FECHA:________________

PARA: ____________________________
Padre/Tutor

DE : ____________________________
Director

RE : ____________________________ y ____________________________
Alumno Escuela

15

Esta es para informarle que su hijo (a) ha estado ausente

__________ hasta el dia de hoy __________, que es el máximo
No.de días fecha

de días admisibles por el Consejo de Educación Elemental y Secundario del Estado de Louisiana.

Si su hijo (a) falta más, excepto cuando las ausencias sean aceptadas por las regulaciones de asistencia del Consejo de Educación Elemental y Secundaria del Estado de Louisiana, su hijo (a) tendrá que repetir el semestre o el año escolar.

Es muy importante que Ud. llame a la oficina de asistencia de la escuela al número de teléfono_______________ para poder discutir este problema.

El futuro de su hijo (a) es muy importante para nosotros.

Esperamos su llamada.

Atentamente,

____

#10

THƠ BÁO SỐ 2

ATTENDANCE LETTER #2
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

NGÀY: ____________________

Kính gởi: ______________________________
Tên phụ huynh/Giám hộ

NƠI GỞI: ______________________________
Hiệu Trưởng

ĐỀ MỤC: v/v ______________________________ ____________________________________
Học Sinh Trường

Trân trọng thông báo, tính đến ngày hôm nay, ______________, học sinh có tên nêu trên đã vắng mặt ______________ ngày. Số ngày vắng mặt này đã quá tổng số ngày được cho phép vắng mặt theo nội quy của Hội Đồng Giáo Dục Tiểu và Trung Học Tiểu Bang Louisiana.
Nếu các em vẫn còn vắng mặt, các em sẽ bị đánh rớt trong khóa học hoặc niên học đó, ngoại trừ trường hợp đặc biệt Hội Đồng nêu trên đề ra.
Xin vui lòng liên lạc tức khắc theo số điện thoại sau đây ______________ để thảo luận về việc vắng mặt của các em.

Kính thư,

____

#11

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD • P O BOX 1639
HARVEY, LOUISIANA 70059 1639
(504) 367 3120

DR. RUSSELL J. PROTTI
SUPERINTENDENT

ATTACH TO ATTENDANCE LETTER No.3

CORREO CERTIFICADO
RECIBO DE ENTREGA REQUERIDO FECHA:____________________

PARA: ______________________________
Padre/Tutor

DE: ______________________________
Director

RE: ______________________________ y ____________________________________
Estudiante Escuela

Esta es para informarle que su hijo (a)_________________________ ha sobrepasado los días máximos admisibles de ausencia permitidas por el Consejo de Educación Elemental y Secundario del Estado de Louisiana. Su hijo (a) ha estado ausente_____________ días hasta el dia de hoy_________________________.
Fecha

Debido a que su hijo (a) ha sobrepasado los días aceptados de asistencia, la regulación del estado requiere que él/ella repita el año escolar.

Si Ud. cre que hay circunstancias especiales que puedan justificar estas ausencias, por favor llame a la escuela al teléfono_________________________dentro de cinco (5) días de haber recibido esta carta para pedir una conferencia y explicar esas circunstancias. Traiga consigo toda la documentación que pueda para verificar cualquier circunstancia especial.

Si no está de acuerdo con la decisión de la escuela, tiene el derecho de apelar la misma dentro de los cinco (5) días de haberla recibido, ante el Supervisor de Bienestar y Asistencia, llamando al teléfono de la oficina regional al número _________________________. La oficina regional le enviará una carta informándole la fecha y lugar de la audiencia. Los padres pueden ser representados por un consejero de su preferencia en esta audiencia. La decisión del Supervisor de Bienestar y Asistencia es definitiva y tendrá efecto dentro de cinco (5) días escolares de la audiencia.

Atentamente,

____

THỎ BÁO SỐ 3

ATTENDANCE LETTER #3
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

THƯ BẢO ĐẢM
XIN GỞI TRẢ LẠI BIÊN NHẬN

NGÀY: ____________________

Kính gởi: ____________________________
Tên phụ huynh/Giám Hộ

Nởi gởi: ____________________________
Hiệu Trưởng

Đề mục: v/v ____________________________ ____________________________
Học Sinh Trưởng

Trân trọng thông báo con của quí vị tên ______________________________ dã nghỉ quá ngày dược phép vắng mặt do Hội Đồng Giáo Dục Tiểu và Trung Học Louisiana ấn dịnh. Tính dến ngày ____________, con quí vị dã nghỉ ______________ ngày.
số ngày

Vì con quí vị dã nghỉ quá số ngày dược phép cho vắng mặt, luật tiểu bang bắt buộc dánh rớt em trong khóa học hoặc niên học dó. Nếu quí vị có lý do chính dáng của các ngày vắng
7 mặt, xin vui lòng liên lạc dến trưởng diện thoại số _________________ trong vòng 5(năm) ngày sau khi nhận dược thư này. Xin vui lòng mang theo giấy tờ dể chứng minh.

Nếu quí vị bất dồng với quyết dịnh của nhà trưởng, xin vui lòng liên lạc số diện thoai sau dây: ________________________. Văn phòng này sẽ sắp xếp một phiên xử khác. Ngày giờ và dịa diểm của phiên xử sẽ dược thông báo bằng thư. Phụ huynh có thể nhờ luật sư dại diện. Quyết dinh của phiên xử sẽ là quyết dinh cuối cùng và sẽ dược thi hành trong vòng 5(năm) ngày.

Kính thư,

____

#12

RELEASE OF INFORMATION

TO ANY INSTITUTION OR AGENCY NOT UNDER THE ADMINISTRATION OF THE JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

____
(Date)

TO WHOM IT MAY CONCERN:

I hereby authorize

Principal: ______________________

School: ______________________

Address: ______________________

____

to release to:

Institution or Agency: ______________________

____

Address: ______________________

____

any or all educational, medical, social and psychological information in your records on:

Students's Name: ______________________

Date of Birth: ______________________

____
(Authorized Signature)

____
(Address)

____

____
(Phone)

#11

THỎ BÁO SỐ 3

ATTENDANCE LETTER #3
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

THƯ BẢO ĐẢM
XIN GỞI TRẢ LẠI BIÊN NHẬN

NGÀY: ______________________

Kính gởi: ______________________________
Tên phụ huynh/Giám Hộ

Nơi gởi: ______________________________
Hiệu Trưởng

Đề mục: v/v ______________________________ ______________________________
Học Sinh Trường

Trân trọng thông báo con của quí vị tên ______________________________ đã nghỉ quá ngày được phép vắng mặt do Hội Đồng Giáo Dục Tiểu và Trung Học Louisiana ấn định. Tính đến ngày ____________, con quí vị đã nghỉ ______________ ngày.
số ngày

Vì con quí vị đã nghỉ quá số ngày được phép cho vắng mặt, luật tiểu bang bắt buộc đánh rớt em trong khóa học hoặc niên học đó. Nếu quí vị có lý do chính đáng của các ngày vắng
7 mặt, xin vui lòng liên lạc đến trường điện thoại số ________________ trong vòng 5(năm) ngày sau khi nhận được thư này. Xin vui lòng mang theo giấy tờ để chứng minh.

Nếu quí vị bất đồng với quyết định của nhà trường, xin vui lòng liên lạc số điện thoại sau đây: ______________________. Văn phòng này sẽ sắp xếp một phiên xử khác. Ngày giờ và địa điểm của phiên xử sẽ được thông báo bằng thư. Phụ huynh có thể nhờ luật sư đại diện. Quyết định của phiên xử sẽ là quyết định cuối cùng và sẽ được thi hành trong vòng 5(năm) ngày.

Kính thư,

____

#12

RELEASE OF INFORMATION

TO ANY INSTITUTION OR AGENCY NOT UNDER THE ADMINISTRATION OF THE JEFFERSON PARISH PUBLIC SCHOOL SYSTEM

____
(Date)

TO WHOM IT MAY CONCERN:

I hereby authorize

Principal: ____________________
School: ____________________
Address: ____________________
____

to release to:

Institution or Agency: ____________________
____
Address: ____________________
____

any or all educational, medical, social and psychological information in your records on:

Students's Name: ____________________
Date of Birth: ____________________

____
(Authorized Signature)
____
(Address)
____
____
(Phone)

141

#12

RELEASE OF INFORMATION

PERMISO PARA DAR INFORMACION A CUALQUIER INSTITUCION O AGENCIA FUERA DE LA PARROQUIA DE JEFFERSON

____
Fecha

A QUIEN INTERESE:

Por este medio autorizo a:

Director: ______________________________

Escuela: ______________________________

Dirección: ______________________________

Dar información a:

Institución o Agencia: ______________________________

____

Dirección: ______________________________

____

Sobre cualquier información educacional, médica, social y sicológica que se encuentre en sus archivos de:

Nombre del estudiante: ______________________________

Fecha de nacimiento: ______________________________

____
Firma autorizada

____
Dirección

____

____
Teléfono

#12

(RELEASE OF INFORMATION)

MẪU ĐỒNG Ý CUNG CẤP TIN TỨC

CHO CÁC CƠ QUAN KHÁC KHỘNG THUỘC SỰ DIỀU HÀNH CỦA HỆ THỐNG GIÁO DỤC CÔNG LẬP QUẬN JEFFERSON

____
(Ngày)

Tôi đồng y

Hiệu Trưởng: ______________________________

Trưởng: ______________________________

Đia chỉ: ______________________________

Cung cáp cac tin tuc liền hé cho:

Co quan: ______________________________

Đia chỉ: ______________________________

Vé hoc ván, tinh trang suc khoẻ va tin tuc liên quan dén xã hói va tám ly trong ho sỏ của:

Tén hoc sinh: ______________________________

Ngày sinh: ______________________________

____
(Chữ ky của người cho phép)

____
(Đia chỉ)

____

____
(Số điện thoại)

#13

FIELD TRIP PERMISSION FORM

School ____

Date ____

Dear ______________________________:
Teacher or Principal

Permission is given for ______________________________
Name of student

to go ______________________________ on a field trip on
Place

______________________________.
Date

I hereby agree to hold Jefferson Parish School Board and ______________________________ School or any duly authorized representatives free and harmless against any and all injuries which the above mentioned child may sustain as a result of or growing out of this trip to which I hereby grant permission, except such injuries which the above mentioned child may sustain as a result of the gross negligence or willful misconduct of ______________________ School or its authorized representatives.

Please check one:

Approve ( )
Disapprove ( )

____
Signature of Parent or Legal Guardian

#13

FIELD TRIP PERMISSION FORM

PERMISO PARA UN PASEO DE ESTUDIOS

____
ESCUELA

____
FECHA

Estimado_______________
Maestro ó Director

Por este medio autorizo a_______________
Nombre del Alumno

para que asista a_______________
Lugar

en una visita de estudios el_______________
Fecha

Libro de toda responsabilidad al Sistema de Escuelas Públicas de la Parroquia de Jefferson y a la escuela_______________ por cualquier accidente que el alumno pueda sufrir como consecuencia de este paseo para el cual doy mi permiso; con excepción de algún accidente que el alumno pueda sufrir por negligencia o mala administración voluntaria por parte de la escuela_______________ o sus representantes.

____
Firma del Padre o Encargado

Marque uno:

Aprobado ( )

Desaprobado ( )

#13

FIELD TRIP PERMISSION FORM
GIẤY PHÉP CHO DI DU NGOẠN

Trường ______________________________

Ngày ______________________________

Kính gởi ______________________:
Tên giáo chức hoặc hiệu trường

Giấy phép dược cấp cho ______________________
Tên học sinh

để di ______________________ trong chuyến du ngoạn vào
Nơi

______________________.
Ngày

Tôi hoàn toàn chịu trach nhiếm thay cho Nha Học Chánh và trường ______________________ hoặc nhân viên dảm trách về tất cả các thuơng tích mà dứa trẻ nêu trên có thể bị trong cuốc di du ngoan, ngoại trừ thương tích do không phải do sự chểnh mảng hoặc hành dộng có ý của trường ______________________ hoặc nhân viên dảm trách gây nên.

Xin vui lòng danh dấu chọn một:

Chấp thuận ( )

Không chấp thuận( )

____
Chữ ký của phụ huynh hoặc người giám hộ

#14

FIELD TRIP FORM

Dear Parent:

Your child will be participating in a field trip. This letter is to inform you of the nature of the trip and the rules that are to be followed by your child during the trip.

1. **Time and point of departure:** ____________________
2. **Expected time and point of return:** ____________________
3. **Method of transportation:** ____________________
4. **Name, address, and phone number of housing facility:**

____
____
____
Telephone: ____________________

5. **Estimated cost of trip:** ____________________
6. **Name of adults accompanying students:** ____________________

Rules for Students

1. **Daily participation expected except for illness.**
2. **No student may deviate from agenda unless granted permission from trip coordinator.**
3. **Evening curfew** ____________________
4. **Alcohol and drugs not allowed.**
5. **Motor vehicles - participants may not rent, borrow, or drive a motor vehicle of any sort during trip.**
6. **Hotel - at no time will male students be permitted to visit in female students' rooms or vice versa.**
7. **Visitors - students will not be allowed to have visitors except during times agreed upon by trip coordinator. Time for visitations, if any,** ____________________
Should time be granted for visits, it will be the student's responsibility to notify friends or relatives of the time set for visits.

NOTE: The regulations concerning this trip will be strictly enforced. If a student feels strongly that the rules are too restrictive, he is advised not to make the trip. A student is expected to conduct himself in the same manner as he would at school and observe the school rules unless otherwise agreed upon by the school administration and stipulated in the rules of the trip. The administration reserves the right to take disciplinary action for any infraction of rules in the same manner had the offense occurred on the school campus.

#14

FIELD TRIP FORM

REGLAMENTOS A SEGUIR DURANTE UN PASEO DE ESTUDIOS FUERA DE LA CIUDAD

Estimado padre:

Su hijo/hija participará en un paseo de estudios. El objeto de la presente es para informarle de la naturaleza del paseo y de los reglamentos que él/ella debe seguir durante el mismo.

1. Hora y punto de salida ______________________________
2. Hora y punto de regreso ______________________________
3. Medio de transporte ______________________________
4. Nombre, dirección y teléfono del lugar de permanencia ________
____

____
____
____
Teléfono ______________________

5. Costo estimado del viaje ______________________________
6. Nombre de los adultos que acompañan a los estudiantes ________
____

Reglamentos para el estudiante

1. Se espera participación diaria, excepto por enfermedad.
2. Ningún estudiante puede desviarse de la ruta establecida, a menos que tenga permiso del coordinador.
3. No se permite bebidas alcohólicas ni drogas.
4. Vehículos.- Los participantes no pueden alquilar, pedir prestado , o manejar vehículos de ninguna clase durante el viaje.
5. Hotel.- En ningún momento los varones tienen permiso de visitar los dormitorios de las señoritas o viceversa.
6. Visitas.- Los estudiantes no tienen permiso de recibir visitas, excepto aquellas que sean aprobadas por el coordinador del viaje. Hora para visitas, si hubiera, ______________________. En el caso de que se permitieran visitas, es responsabilidad del estudiante notificar a los amigos y parientes el tiempo establecido para tales visitas.

NOTA: Los reglamentos concernientes a este viaje serán estrictamente cumplidos. Si un estudiante cree que los reglamentos a seguir son muy estrictos, se le recomienda no hacer el viaje. Se espera que el estudiante se conduzca de la misma manera que lo hace cuando está en la escuela y que observe los reglamentos de la misma a menos que se haya estipulado un compromiso con la administración de la escuela en lo que se refiera a los reglamentos del viaje.

La administración se reserva el derecho de tomar acción disciplinaria por cualquier infracción cometida, de la misma manera que lo hace si ésta ocurriera dentro del plantel de la escuela.

#14

FIELD TRIP FORM

MẪU DI DU NGOẠN

Kính gởi phụ huynh:

Con em quí vị sẽ tham dự một cuộc di du ngoạn. Trân trọng thông báo cho quí vị biết thể lệ sau dây mà con em phải tuân theo trong cuộc di du ngoạn:

1. Thời gian và diểm khởi hành: ____________________
2. Thời gian phỏng doán và diểm trở về: ____________________
3. Phương tiện di chuyển: ____________________
4. Tên, dịa chỉ và số diện thoại của nơi sắp dến: ____________________

____

____

____

Diện thoại: ____________________

5. Tiền chi tiêu cho cuộc di: ____________________
6. Tên họ của người di với học sinh: ____________________

Luật lệ cho học sinh

1. Tham gia hằng ngày ngoai trừ dau ốm.
2. Không có học sinh nào duoc thay dổi trong chuong trinh neu khong có sự cho phép của nhân vien phụ trach.
3. Giờ học sinh không dược ra ngoài ____________________
4. Rượu và thuốc dều bi cấm.
5. Các em tham dự cuộc di du ngoan không duoc thuê, muon hoac lai bất cứ loại xe có dộng cơ nào.
6. Khach san nam học sinh không duọc vieng tham phong của nu hoc sinh bat cứ lúc nào hay nguoc lại.
7. Người thăm vieng - Hoc sinh không dược phep mời người thăm vieng nếu không có sự thỏa thuận của phụ trach viên. Neu có, ngay gio buổi viếng thăm ____________________.
   Học sinh hoàn toàn chiu trách nhiệm thông báo ban be hoac thân nhân về ngày giờ thăm viếng.

GHI CHU: Những diều lệ này triệt dể phải duọc tuân theo. Neu hoc sinh nào cảm thấy nhung luật lệ quá khắc khe thi hoc sinh do không nên tham dự. Học sinh phải cư xử như ở truong ngoai trừ dược qui dịnh bởi trường và luật lệ của chuyến dị du ngoan. Ban quản tri dành moi biện phap dối với nhưng vi phạm luật lệ như ở trường học.

#15

PERMISSION FOR OUT-OF-TOWN TRIP

School ________________________________

Date ________________________________

Dear ________________________
Teacher or Principal

Permission is given for ________________________________
Name of Student

to go to ________________________________
Place

on an out-of-town trip on ________________________________.
Date(s)

I hereby agree to hold Jefferson Parish School Board and representatives free and harmless against any and all injuries which the below mentioned child may sustain as a result of or growing out of this trip to which I hereby grant permission, except such injuries which the below mentioned child may sustain as a result of the gross negligence or willful misconduct of ________________________ School or its authorized representatives.

I have read and fully understand the rules and regulations governing this out-of-town trip.

____
Student's Signature

Please check one:

____
Signature of Parent or Legal Guardian

Approve ( )
Disapprove ( )

#15

PERMISSION FOR OUT-OF-TOWN TRIP

PERMISO PARA PASEO FUERA DE LA CIUDAD

Escuela____

Fecha____

Estimado____.
Maestro o Director

Por este medio autorizo a____
Nombre del Alumno

para que asista a____
Lugar

en una visita de estudios fuera de la ciudad______________________
Fecha (s)

A la vez libro de toda responsabilidad al Sistema de Escuelas Públicas de la Parroquía de Jefferson por cualquier accidente que el alumno antes mencionado pueda sufrir como resultado de este paseo para el cual doy mi permiso; con excepción de algun accidente que el alumno pueda sufrir por negligencia o mala administración por parte de la Escuela__________ ______________________________o sus representantes.

He leído y comprendido los reglamentos que rigen este paseo fuera de la ciudad.

____
Firma del estudiante

____
Firma del Padre o Encargado

Marque uno:

Aprobado ( )

Desaprobado ( )

#15

PERMISSION FOR OUT-OF-TOWN TRIP

GIẤY CHO PHÉP DI DU NGOAN XA

Trường ______________________________

Ngày ______________________________

Kính gởi ______________________________
Tên Giáo Chức hoặc Hiệu Trưởng

Giấy phép được cấp cho ______________________________
Tên Học Sinh

để di ______________________________
Nơi

cho chuyến di xa vào ______________________________
Ngày

Tôi chận trong chịu trách nhiêm thay cho Nha Học Chanh hoặc nhân viên đại diện về các thương tích có thể ra cho con tôi trong chuyến di này ngoại trừ sự không may do xảy ra ngoài sự lơ đãng hoặc cố ý của trường ______________________ hoặc nhân viên đại diện.

Tôi đã đọc và hoàn toàn hiểu các luật lệ dành cho cuộc di xa này.

____
Chữ ký của học sinh

Xin đánh dấu chọn một:

Chấp thuận ( )
Không chấp thuận ( )

____
Chữ ký của phụ huynh hoặc
người giám hộ

152

#16

POLICY REGARDING LOST OR DAMAGED TEXTBOOKS AND LIBRARY BOOKS

Dear Parent:

The following is the policy of the Jefferson Parish Public School System regarding lost or damaged textbooks and library books

> If a student loses or damages a textbook or library book during the school year, he will not be issued another textbook or library book until parents have made arrangements for payment
>
> If, at the end of a school year, a student owes for a lost or damaged textbook or library book, the parents will be notified that he will not be permitted to reenter a Jefferson Parish school unless arrangements for payment have been made Should a student not be registered in school for a total of five days because parents have been negligent in making arrangements for payment, the case will be turned over to the supervisor of child welfare and attendance for appropriate action under Act 109
>
> If a student attempts to register at another school within or without the Jefferson Parish Public School System, the school to which the parents have financial obligation will withhold all records until such financial obligations are cleared

According to our records, your child owes ______________________ school for a lost or damaged textbook or library book in the amount of

______________ Your child will be ineligible to enroll in any Jefferson Parish public school for the 19 - school year until this financial obligation has been eliminated This payment must be made at the school attended last year. If your child will be attending a different school for the 19 - school year, the receipt must be taken to the new school so that your child can be registered

Your prompt attention to this matter will be appreciated

Sincerely,

School Principal

POLICY REGARDING LOST OR DAMAGED TEXTBOOKS AND LIBRARY BOOKS

#16

POLITICA DEL SISTEMA DE ESCUELAS PUBLICAS DE LA PARROQUIA DE JEFFERSON RELACIONADA CON LA PERDIDA O DAÑO DE LIBROS Y CUADERNOS

Estimado padre:

A continuación detallamos la política del sistema de escuelas públicas de la parroquia de Jefferson, con relación a los cuadernos y los libros perdidos o dañados.

Si un estudiante pierde o daña un cuaderno o un libro durante el año escolar, no se le dará otro hasta que los padres hayan hecho arreglos para pagarlo.

Si al final del año escolar un estudiante adeuda por libros perdidos o dañados, los padres seran notificados de que él/ella no podrá volver a entrar a ninguna escuela de la parroquia de Jefferson a menos que se hagan arreglos para cancelar la deuda. En el caso de que un estudiante no se haya registrado en la escuela por el término de cinco días debido a negligencia de los padres para cancelar la deuda, el caso será enviado al supervisor de cuidado y asistencia para una acción apropiada bajo el Acta número 109.

Si un estudiante intenta registrarse en otra escuela,dentro o fuera de la parroquia de Jefferson, la escuela en la cual los padres tengan deuda financiera pendiente retendrá todos sus records hasta que ésta sea cancelada.

De acuerdo con nuestros records su hijo/hija________________________________ adeuda a la escuela la cantidad de__________________, por libros y cuadernos perdidos o dañados. Su hijo/hija no podrá matricularse en ninguna de las escuelas de la parroquia de Jefferson por el año escolar 198_____hasta que esta deuda sea cancelada. El pago deberá hacerse en la última escuela que su hijo/hija asistió. Si él/ella atenderá a una escuela diferente durante el año escolar 198_______, el recibo correspondiente a la cancelación de la deuda deberá presentarse en la nueva escuela en la cual él/ella será matriculado.

Su pronta atención a este asunto será altamente agradecido.

Sinceramente,

____
Director

#16

POLICY REGARDING LOST OR DAMAGED TEXTBOOKS AND LIBRARY BOOKS

ĐIỀU LỆ LIÊN QUAN ĐẾN VIỆC MẤT HOẶC LÀM HƯ SÁCH HỌC HOẶC SÁCH THƯ VIỆN

Kính gởi phụ huynh:

Sau đây là điều lệ của Nha Học Chánh quận Jefferson về vấn đề sách học và sách tnư viên bị mất hay bị hư hại.

> Nếu học sinh mất hoặc làm hư sách học hoặc sách thư viện trong niên học thì học sinh đó sẽ không được cấp sách khác nếu cha mẹ không bồi thường.
>
> Nếu cuối niên học học sinh chưa trả tiền cho các sách bị mất hoặc hư, phụ huynh sẽ được thông báo cho biết con em sẽ không được phép trở lại học tại trường thuộc quận Jefferson nếu phụ huynh không dàn xếp trả tiền. Nếu học sinh không ghi danh trong năm ngày vì phụ huynh chểnh mảng trong việc này thì trường hợp này sẽ được đưa ra cho nhân viên quản trị trẻ em và biện pháp thích ứng sẽ được ban hành theo luật 109.
>
> Nếu học sinh tìm cách ghi danh trong trường khác trong hoặc ngoài hệ thống trường công lập quận Jefferson, trường học sẽ giữ lại các hồ sơ của con em quí vị đến khi nào quí vị thanh toán trả các tiền phạt.

Theo hồ sơ chúng tôi, con em quí vị thiếu trường ____________________

một số tiền là ________________. Con quí vị sẽ không được phép

ghi danh tại bất cứ trường nào thuộc quận Jefferson trong niên học 19 - nếu không trả tiền phạt nêu trên. Tiền phạt phải được đóng tại trường mà con em đã học năm ngoái. Nếu con em quí vị học trường khác trong niên học 19 - , quí vị nhớ đem tờ hóa đơn (receipt) đến trường mới để ghi danh cho con em.

Thành thật cảm tạ quí vị lưu tâm đến vấn đề này.

Kính thư,

Hiệu trưởng

#17

TO: Principal

______________________________ School

RE: Request for change in placement

I hereby request a change in placement for my son/daughter,

______________________________, from ______________________

to ______________________________ in ______________________.
(subject)

I understand that this change is not recommended by the school, that the school will not be responsible for the educational consequences of the placement, and that the placement will not be changed during the semester.

Signed: ____________________________________
(parent/guardian)

Date: ____________________________________

#17

REQUEST FOR CHANGE IN PLACEMENT

SOLICITUD DE CAMBIO

PARA: Director

ESCUELA: ______________________________

REFERENCIA: Solicitud de cambio

Por este medio solicito cambio para mi hijo/hija______________________

de______________________________a______________________________en

______________________________________.
Materia

Entiendo que este cambio no es recomendado por la escuela y que ésta no será responsable de las consecuencias que el mismo pueda ocasionar y que este cambio no será efectuado durante el semestre.

Firma:__________________________________
Padre/Encargado

Fecha:__________________________________

#17

REQUEST FOR CHANGE IN PLACEMENT

YÊU CẦU XIN ĐỔI CÁC CẤP LỚP

Kính gởi: Hiệu Trưởng
của trường ______________________

V/V: Yêu cầu xin thay đổi các cấp lớp

Tôi trân trọng yêu cầu quí vị cho con em chúng tôi tên là

____________________ được đổi sang từ ____________________

đến ____________________ trong môn học ____________________.

Tôi hiểu rằng sự thay đổi này không phải do trường học đề nghị. Trường học sẽ không chịu trách nhiệm về sự thay đổi này đối với việc học của các em và việc thay đổi các cấp lớp sẽ không được đổi trong khóa học.

Chữ ký của phụ huynh/giám hộ: ________________________

Ngày: ____________________

#18

PROGRAM PLACEMENT LETTER A

BILINGUAL/ESL DEPARTMENT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD
HARVEY, LOUISIANA 70058
(504) 367-3120

Date: ____________________

Dear Parents:

A review of your child's English language proficiency and achievement test score indicates a need for English language services which can be best provided for at a school with a full-time ESL (English as a Second Language) teacher.

Since these services are not offered on a daily basis at the school your child now attends, your child is being assigned to an English language program at __________________________ for the 19____ - 19____ school year.

Your child will be transported to __________________________. School on bus # __________, driven by ________________________. Please call the bus driver at this number __________________ to establish a time and place where your child will be picked up.

Your cooperation in this matter is greatly appreciated. If you have any questions concerning this matter, please call our office at 367,3120, Ext. 526 or 515.

Sincerely,

Joel Phillips

Joel Phillips
Coordinator
Bilingual/ESOL Programs

Mary Lauderdale
Assistant Superintendent
Division of Instruction

____
Principal

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD • P. O. BOX 1639
HARVEY, LOUISIANA 70059-1639
(504) 367-3120

DR. RUSSELL J. PROTTI
SUPERINTENDENT

Fecha: ______________________________

Estimados padres:

Una revisión del nivel de inglés alcanzado por su hijo/hija, juntamente con un estudio de los exámenes de promoción, indica que él /ella necesita de los servicios de un programa intensivo de enseñanza del idioma inglés. Estos servicios pueden ser proporcionados en una escuela que cuenta con una maestra de ESL (Inglés como Segunda Lengua).

En vista de que estos servicios no se ofrecen diariamente en la escuela que su hijo/hija atiende actualmente, él/ella ha sido asignado al programa de inglés en la escuela ____
durante el año escolar 19__ 19__.

Su hijo/hija será transportado a la escuela ______________________________

en el bus número ____________, manejado por ______________________________.

Sírvase llamar al chofer del bus a este número ______________________________

para ponerse de acuerdo con la hora y lugar donde su hijo/hija será recogido.

Su cooperación será altamente agradecida. Si tiene preguntas al respecto, sírvase llamar al teléfono 367-3120, Ext. 515 ó 526.

Sinceramente,

Joel Phillips
Directora del Programa
Bilingüe de ESOL

Mary Lauderdale
Asistante del Superintendente
División de Instrucción

#18

PROGRAM PLACEMENT LETTER A

BILINGUAL/ESL DEPARTMENT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD
HARVEY, LOUISIANA 70058
(504) 367-3120

Ngày ______________________________

Kính gởi quý vi phu huynh,

Sau khi duyệt xét khả năng Anh Ngủ và kết quả điểm thi của con em quý vi, các em vẫn còn cần sủ trò giup thém một cách liên tuc của giáo sủ cac lóp ESL.

Tuy nhiền tai truòng cac em hoc không co lóp hoc này, do do cac em sẽ phải theo hoc một chuòng trình sinh ngủ Anh Văn tai _________________________ trong niên hoc 19___-19___.

Cac em sẽ dùoc chở dén truòng ___________________________ bảng xe bus só _____________ do tai xê tên ____________________________.
Xin vui lòng liên lac vòi tai xe xe bus sò dien thoai ____________ để biết dia điểm và gió xe bus ruóc cac em.

Xin thành thất cảm ta sủ hòp tac vòi quý vi. Muón biết thêm chi tiết, xin vui long liên lac văn phòng chung tôi sò 367-3120, Extension 526 hoặc 515.

Kính thủ,

Joel Phillips
Joel Phillips
Giám Đốc Chuòng Trình ESOL

Mary Lauderdale
Phu Tá Chánh Sở Hoc Chánh dắc trách Hoc Vu

____
Hiêu Trưởng

#19

PROGRAM PLACEMENT LETTER B

BILINGUAL/ESL DEPARTMENT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD
HARVEY, LOUISIANA 70058
(504) 367 3120

Date: ____________________

Your child has completed kindergarten, and he/she will move to the first grade for the 19___ - 19___ school term. Since ______________________________ still needs English as a second language assistance, next year he/she will attend ____________________________ where he/she will be placed in ESOL classes.

For further information please contact this school.

____
Principal

#19

PROGRAM PLACEMENT LETTER B

BILINGUAL/ESL DEPARTMENT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD
HARVEY, LOUISIANA 70058
(504) 367 3120

Fecha:______________________________

Su hijo/hija ha completado Kindergarten y será promovido al primer grado durante el año escolar 19___19___.

En vista de que____ todavía necesita ayuda del inglés como segunda lengua, el próximo año él/ella atenderá a la escuela________________ en donde será asignado a las clases de ESOL.

Si necesita información adicional, favor llamar a la escuela.

____
Director

PROGRAM PLACEMENT LETTER B #19

BILINGUAL/ESL DEPARTMENT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD
HARVEY, LOUISIANA 70058
(504) 367 3120

Ngày ______________________

Con em của quy vi dã hoàn tât chuong trinh lop mẫu giao, em sẽ lên lóp mốt trong niên khoa 19___-19___. Tuy nhiên, em ______________________ vẫn con cần phu giup thêm ve mon Anh Văn là Sinh Ngữ Hai. Năm toi em sẽ theo hoc tai truòng ______________________, vi truong nay co các lop ESL.

Muốn biêt thêm tin tức, xin vui lòng liên lac vói truòng này.

____
Hiệu Truòng

164

#20

PROGRAM PLACEMENT LETTER C

BILINGUAL/ESL DEPARTMENT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD
HARVEY, LOUISIANA 70058
(504) 367 3120

Date: ______________________

Your child has completed _______ grade, and he/she will move to middle/junior high school for the 19____ school term. Since ____________________________ still needs English as a second language assistance, next year he/she will attend _______________________ where he/she will be placed in ESOL classes.

For further information please contact this school.

____
Principal

PROGRAM PLACEMENT LETTER C #20

BILINGUAL/ESL DEPARTMENT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD
HARVEY, LOUISIANA 70058
(504) 367 3120

Fecha:________________________________

Su hijo/hija ha completado_______grado, y será promovido a la escuela secundaria (middle/junior high school) durante el año escolar 19__ 19__.

En vista de que____________________________________todavía necesita ayuda del inglés como segunda lengua, el próximo año él/ella atenderá a la escuela____en donde será asignado a las clases de ESOL.

Si necesita información adicional, favor llamar a la escuela.

____
Director

#20

PROGRAM PLACEMENT LETTER C

BILINGUAL/ESL DEPARTMENT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD
HARVEY, LOUISIANA 70058
(504) 367 3120

Ngày ______________________

Con em của quý vi dã hoàn tất chuong trình hoc lop __________.
em sẽ duóc lên hoc tai truòng Trung Hoc Đẻ I cấp trong niến khoà
19___-19___. Tuy nhiên em ______________________________
vẩn còn cần trớ giúp thêm về môn Anh Văn la Sinh Ngữ Hai. Năm
tới em sẽ theo hoc tai ____________________________________.
vi truòng này co các lòp ESOL.

Muón biet thêm chi tiét xin vui lóng liến lac vói truong này.

____
Hieu Truóng

TRANSITIONAL BILINGUAL/ESOL REPORT CARD – JEFFERSON PARISH PUBLIC SCHOOLS

1 ____________________ NAME OF SCHOOL
2 ____________________ NAME OF SCHOOL
3 ____________________ NAME OF SCHOOL

STUDENT'S NAME ____________________ (LAST) (FIRST) (MIDDLE)
SESSION 19 ____ -19 ____ GRADE ____________

1 ____________________ HOMEROOM TEACHER
2 ____________________ HOMEROOM TEACHER
3 ____________________ HOMEROOM TEACHER

EXPLANATION OF GRADES

A [illegible]	Excellent
B [illegible]	Very Good
C [illegible]	Satisfactory
D [illegible]	Needs improvement
F [illegible]	[illegible]
*	See Note

LANGUAGE PLACEMENT

CATEGORY I	NON-ENGLISH SPEAKING
CATEGORY II	LIMITED ENGLISH
CATEGORY III	LIMITED TO NEAR FLUENT ENGLISH

COMMENT CODE

1 [illegible]
2 [illegible]
3 [illegible]
4 [illegible]
5 [illegible]
6 [illegible]
7 [illegible]
8 [illegible]
9 [illegible]
10 [illegible]
11 [illegible]
12 [illegible]
13 [illegible]
14 [illegible]
15 [illegible]
16 PLEASE CONTACT TEACHER

¹ENGLISH [illegible]

ASSIGNMENT FOR NEXT SESSION

After careful consideration we feel that your child will profit most by working in Grade ______ for the 19 ___ - 19 ___ Session.

____
TEACHER'S SIGNATURE

SUBJECT		1	2	3	4	FINAL AVERAGE	TEACHER
READING PLACEMENT BK							
READING CONFERENCE DATES	GRADE						1
	CONDUCT						2
	COMMENT						3
¹ENGLISH PLACEMENT BK							
ENGLISH CONFERENCE DATES	GRADE						1
	CONDUCT						2
	COMMENT						3
HANDWRITING	GRADE						1
	CONDUCT						2
SPELLING	GRADE						3
MATHEMATICS PLACEMENT BK							
MATHEMATICS CONFERENCE DATES	GRADE						1
	CONDUCT						2
	COMMENT						3
SOCIAL STUDIES CONFERENCE DATES	GRADE						1
	CONDUCT						2
	COMMENT						3
SCIENCE CONFERENCE DATES	GRADE						1
	CONDUCT						2
	COMMENT						3
MUSIC AND ART PARTICIPATION	GRADE						1
	CONDUCT						2
	COMMENT						3
PHYSICAL EDUCATION AND HEALTH PARTICIPATION	GRADE						1
	CONDUCT						2
	COMMENT						3
ATTENDANCE	PRESENT						DATE ENTERED ______ DATE DROPPED ______
	ABSENT						
	TARDY						

NOTE

* – An * beside grade indicates participation only.

Report card grades reflect achievement in the book to which the student has been assigned.

RACE ______ SEX ______ S.S. NO ______
BIRTHDATE ______ PLACE OF BIRTH ______
STUDENT'S ADDRESS ______
CITY ______ STATE ______ ZIP ______
PHONE NO ______ STUDENT DATA NO ______
FATHER ______
MOTHER ______
GUARDIAN ______

DATE ENTERED ______
DATE DROPPED ______

¹ COMMENTS

FORMS 10 WHITE Register BLUE [illegible] GREEN [illegible] CANARY [illegible] PINK [illegible] GOLD [illegible]

#21

BILINGUAL/ESL DEPARTMENT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD
HARVEY, LOUISIANA 70058
(504) 367-3120

DATE: ______________________________

SCHOOL: ____________________________

PARENT/GUARDIAN REFUSAL

I do not give permission for my child, ________________________________,
(Please print)

to participate in the special language program which the Jefferson Parish Public School System will offer for the 19__19__ school year. I understand that no bilingual/English second language assistance will be provided and that he/she will be expected to participate in the mainstream curriculum on grade level.

____
Signature of Parent

/mln
02-18-88

REFUSAL LETTER
SPANISH TRANSLATION

#21

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD • P. O. BOX 1639
HARVEY, LOUISIANA 70059-1639
(504) 367-3120

DR. RUSSELL J. PROTTI
SUPERINTENDENT

Fecha:______________________________

Escuela:____________________________

Opción a rechazar el programa

No doy permiso para que mi hijo/hija____
Nombre en letra imprenta

participe en el programa especial de inglés que será ofrecido por el Sistema de Escuelas Públicas de la Parroquia de Jefferson durante el año escolar 198____a 198 ____. Comprendo que de esta manera ninguna ayuda bilingüe o de inglés como segunda lengua se proveerá y que él/ella deberá participar en las clases regulares al nivel/grado que le corresponda.

____
Firma del padre

/mln
02/18/88

#21

REFUSAL LETTER
VIETNAMESE TRANSLATION

BILINGUAL/ESL DEPARTMENT
JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD
HARVEY, LOUISIANA 70058
(504) 367-3120

NGÀY: ____________________________

TRƯỜNG: __________________________

GIẤY PHÉP ỨNG THUẬN CỦA PHỤ HUYNH/GIÁM HỘ

Tôi không dồng ý cho con tôi ________________________________,
Tên học sinh
theo học trong chưởng trình giáo duc ngồn ngữ dặc biệt của Hệ thống Trưởng Công Lập Quận Jefferson trong niên khóa 19___-___. Tôi hiểu rằng con tôi sẽ không nhận dược sự trợ giúp nào về Song Ngữ/Anh Văn là sinh ngữ hai. Con tôi sẽ theo học lớp thưởng lệ theo cấp lớp của con tôi.

____
Chữ ký của Phụ Huynh

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
SCHOOL YEAR ________
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

SECONDARY SCHOOL REPORT CARD (Attachment)
CALIFICACIONES DE LA ESCUELA SECUNDARIA (Adjunto)
HOC BA TRUNG HOC (Đính kèm)

To Parent of ____________________
A los padres de ____________________
Kính gởi phu huynh em ____________________

Your child has not satisfactorily achieved in ____________ during the _____ nine weeks because of the following:
Su hijo no ha tenido éxito en ____________ durante las _____ nueve semanas:
Con em quý vi đã không đủ điểm trong môn hoc ____________ cho _____ tam cá nguyệt bởi vì những lý do sau đây:

☐ 1. Limited English proficiency.
Inglés limitado.
Sinh ngữ kém.

☐ 2. Excessive absences. ____ days
Ausencias excesivas. ____ dias
Vắng mặt quá nhiều. ____ ngày

☐ 3. Behavior in classroom.
Mala conducta en el salón de clase.
Hạnh kiểm trong lớp học.

☐ 4. Did not complete homework or classwork as assigned.
No completó tareas y trabajos en clase.
Không hoàn tất bài làm.

____
Signature of Teacher
Firma del Maestro(a)
Chữ ký của Giáo Sư

White/Parent

Canary/ESOL Teacher

EXIT LETTER #22

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD • P O BOX 1639
HARVEY, LOUISIANA 70059 1639
(504) 367 3120

DR RUSSELL J. PROTTI
SUPERINTENDENT

Re:

Dear Parent,

As you are aware, you son/daughter has been participating in a special language assistance program. However, as a result of the review of your child's test scores and the teacher's assessment of his/her progress, a determination has been made that your child is no longer in need of this specific program. As a result the following action has been taken.

Your child has been assigned to ______________________________ school for the next school year.

Should you have any questions or concerns regarding this matter please contact your child's principal after the month of July. If this letter indicates that your child will be transferred back to his/her regular school district, please contact the principal of the school which your child attended during this school year. He or she will be happy to discuss the matter with you.

Your cooperation in this matter will be greatly appreciated.

Sincerely,

Joel Phillips
Director
Bilingual/ESOL Programs

JP/mh

#22

EXIT LETTER
SPANISH TRANSLATION

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
501 MANHATTAN BOULEVARD • P. O. BOX 1639
HARVEY, LOUISIANA 70059-1639
(504) 367-3120

DR. RUSSELL J. PROTTI
SUPERINTENDENT

Fecha______________________________

Estimado padre:

Como Ud. sabe, su hijo/hija ha estado participando en un programa especial de enseñanza del idioma inglés como segunda lengua. Los resultados de los últimos exámenes practicados y la opinión del profesor/a acerca del progreso académico de su niño/a demuestran que él/ella no necesita más de este programa específico.

Su niño/a ha sido asignado a la escuela_______________________________________ para el siguiente año escolar.

Si tuviese alguna pregunta o necesitara información acerca de este asunto, por favor comuníquese con el director/a de la escuela de su hijo/a, después del mes de Julio. Si esta carta indica que su hijo/a será trasladado/a de regreso a la escuela correspondiente a su distrito, por favor comuníquese con el director/a de la escuela que su niño/a atendió durante este año. El director/a aclarará cualquier duda con mucho gusto.

Su cooperación en este sentido será altamente agradecida.

Sinceramente,

____
Joel Phillips
Directora
Programa Bilingüe de ESOL

/mln
02/18/88

EXIT LETTER #22
VIETNAMESE TRANSLATION

JEFFERSON PARISH PUBLIC SCHOOL SYSTEM
519 HUEY P. LONG AVENUE - BOX 130
GRETNA, LOUISIANA 70054-0130
(504) 367-3120

Quí-Vi Phụ-huynh thân mến,

Như qui-vị dã biết, con em quí-vi trước nay dã theo học một chương-trình bổ-tức sinh-ngữ dác-biệt. Nay, theo kết-quả các diểm thi và dánh-giá về tiến-bộ của giáo-sư, em dược quyết-dịnh tự nay không cần phải theo học chương-trình riêng-biệt nầy nữa.

Như kết-quả ghi-nhấn thì em sẽ theo quyết-dịnh sau đây:

Trường mà con em Quí-vị dược chỉ-dịnh cho theo học trong niên khoa tới là trường____.

Nếu có gì thắc mắc về vấn-dề nầy, xin Quí-vị vui lòng liên-lạc với Hiệu-Trưởng của em sau tháng 7. Nếu bức thư nầy chỉ dịnh em phải dời về trường quận hợp-pháp của em, thì Quí-vị liên-hệ với Vị Hiệu-trưởng trường em học trong niên-khóa tới. Hiệu-trưởng sẽ vui-vẻ thảo-luận vấn-dề cùng quí-vị.

Hoan-nghinh sự dóng góp của Oui-vi.

Thân-ái kính chào,

Joel Phillips

Joel Phillips
Phó Giám-Đốc
Chương-Trình

177